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ABSTRACT

This handbook is an introduction to the topics that adult basic and literacy education (ABLE) program administrators need to know. The 77 articles by various authors are divided into 6 sections. "A Background for the ABLE Program Administrator" covers the definition of a program administrator, a guiding philosophy, a brief history of adult education, adult education in Pennsylvania, state and federal legislation, and the future of ABLE. "Planning and Administration" topics include the following: funding; application procedures for funds; how to write a fundable grant proposal; the relationship of ABLE with the Job Training Partnership Act and Even Start; collaboration; student recruitment and retention; public awareness; reporting requirements; reporting student, staff, and program data; evaluation reports; and indicators of program quality. Topics in "Delivery Systems" include the following: managing a multiple-site program, managing a community-based literacy model, distance education, and programs in a homeless shelter, public library, patient education setting, state correctional institution, and county jail. "Staffing and Staff Development" covers leadership in hiring, supervising, and rewarding instructional team and recruiting and managing volunteer staff. "Educating Adults" addresses these topics: who students are; the adult learner; multiculturalism; intake; standardized test selection; adult learning disabilities; Tests of General Educational Development; English as a second language; workplace curriculum; family literacy; computer-assisted instruction; curriculum resources; counseling for academic and personal needs; career preparation for adult students; and alumni associations. "Professional Support" topics are literacy resource centers, graduate programs, national ABLE resource centers, and other associations and centers. The last section contains these appendixes: the administrator's essential bookshelf, an annotated bibliography; a chart of publishers of adult education curriculum resources; biographies and addresses of writers of articles in this guide; glossary; and index. (YLB)

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THE PENNSYLVANIA ADULT BASIC & LITERACY EDUCATION HANDBOOK FOR PROGRAM ADMINISTRATORS

1993 EDITION

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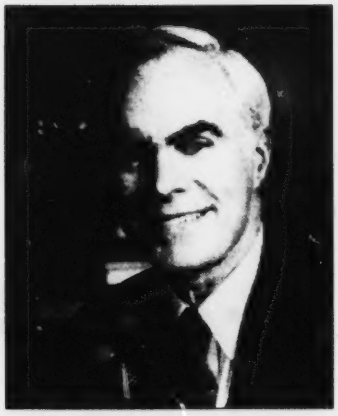

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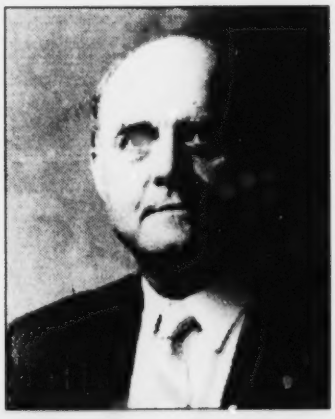

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HANDBOOK FOR PROGRAM ADMINISTRATORS
1993 Edition

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Preface

Adult education professionalism has come a long way.

Twenty years ago I began teaching adult basic education. My interest in the field had been sparked when, as a college senior, I worked for an education professor who had been involved in the ABE movement of the 1960s in the State University of New York system and by a TV public-service announcement for the ABE program I would eventually work for. My response to that PSA was, "Gee, that looks interesting. I could do that!" With nothing more than a degree in elementary education and a naive desire to do something meaningful, I dived into the task of teaching adults.

It didn't take long to realize I was in desperate need of professional support. Fortunately, our program director, Eugene Madeira, placed great value on staff development and made sure we teachers attended the Adult Education Mid-Winter Conference and PDE's Fall Workshops. Those learning opportunities were invaluable. They got us by.

Thanks to an intensified national focus on adult literacy, the initiation of state funding in Pennsylvania, the tremendous expansion of volunteer programs, a growing sense of professionalism among practitioners in the field, and mandated staff development, adult education has come a long way. One early effort in that direction was to develop a statewide handbook for adult educators. Late in the '70s, I was part of the task force that brainstormed and compiled that first incarnation. It was a state-of-the-art treatment, but this, the 1993 edition, clearly illustrates the dramatic evolution of adult education since then.

Today, staff development for adult basic and literacy education in Pennsylvania is supported in a variety of forms. The PAACE Mid-Winter Conference is bigger and better than ever. The Fall Workshops continue to thrive. AdvancE, Pennsylvania's Literacy Resources Center and Clearinghouse, has grown exponentially, and a second center for Western Pennsylvania is imminent. Nine Regional Staff Development Centers are now a reality, providing localized resources, technical assistance, and in-service workshops. Increasing numbers of adult educators are pursuing advanced degrees in the field, and countless others read the impressive array of books and periodicals addressing our general and specific professional interests. We're trying to do more than just get by.

The adult education landscape continues to change rapidly as we identify new challenges and face them head-on. As evidence, consider that after only three years more than three-quarters of this book significantly replaces the 1990 edition. Indeed, 55% of the 85 topics are brand-new to this edition. Another quarter have been substantially updated. The remaining articles have all been reviewed and modified by their original authors.

The companion *Staff Handbook* is designed for use as in-service material and to hand out "for keeps" to every staff member. This administrators' edition is aimed to be an introduction to the salient topics you need to know about as an ABLE program administrator. We hope you will read every part that applies, which is probably most or all of the book, then keep it nearby for a handy reference. Program administrators all over Pennsylvania have come to value this Handbook as essential. Perhaps you'll be among them.

As Project Director and Editor, I would like to thank the fine Editorial Board for their conscientious work in shaping the new table of contents, identifying writers, reviewing the draft, and remaining available to assist me along the way. Dr. John Christopher, Mary Ann Eisenreich, Janice Frick, Cheryl Harmon, Dan Partin, Dr. Margaret Shaw, and Jeff Woodyard have all been working partners in this project.

Thanks also to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education for its continued, active support of the Handbook and the concept of its existence as an integral staff-development resource.

Special thanks to the 60 different writers—drawn straight from the field—who contributed their time and expertise. The content and quality of their writing firmly attest to the growing professionalism of adult educators in Pennsylvania. (And there are lots more of you out there who were not imposed upon to write this time!)

The Pennsylvania Adult Basic and Literacy Education Handbook for Program Administrators, 1993 Edition is dedicated to Gordon Jones, Supervisor of the ABLE Bureau, who has worked tirelessly for adult education for so many years and who, as I write, continues to recover from a stroke he suffered last fall—at work, of course. Thanks for everything you've done, Gordon. We're all behind you.

—Tana Reiff
Project Director/Editor
May 1993

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A

A BACKGROUND FOR THE A.B.L.E. PROGRAM ADMINISTRATOR

Who are you, program administrator?

Compare yourself, an administrator of a program providing adult basic education, literacy tutoring, English as a second language, GED test preparation, or any adult education service funded at least partially through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, to any other adult education program administrator and you're likely to discover that your job is unique. Your clientele and theirs do not fit quite the same profile. Your salaries vary wildly. You probably do not even share a common job title.

The one thing you do have in common is the purpose of educating adults. Toward that end, adult education program administrators share many common responsibilities. If you seek public funding, you follow the same funding procedure and reporting requirements. You attend the same or similar professional courses, seminars, and conferences. Above all, it would be difficult to find a single program administrator who isn't a champion juggler of people, budgets, sites, and tasks. The demands on you are many and great.

To help form a definition of the Pennsylvania ABLE (adult basic and literacy education, as an all-encompassing term) program administrator, we surveyed a sampling of you, drawn at random from the Pennsylvania Department of Education's official list. Though we cannot claim the results of our small sample to be scientific, they do provide a cross-section glimpse at the responsibilities you face and the professional status you hold. How your position compares to your peers in other states is beyond the scope of this survey. Keep in mind, too, that even within Pennsylvania, great variances exist between administrators working in urban, rural, and suburban programs, between programs running mainly on volunteer efforts and those with paid staffs, and among school-based and community-based programs.

First, a look at your job titles. Below are the various titles our survey respondents listed. The nomenclature represents, more or less, variations on a theme, and certainly there are other job titles being used that did not show up in our survey.

- Adult Education Administrator
- Adult Education Specialist
- Adult Basic Education Coordinator
- Adult Basic Education Supervisor
- Adult Literacy Coordinator
- Corrections School Principal
- Director of Adult Education
- Director of Libraries
- Director, Federal/State Programs
- Executive Director (mostly literacy groups)
- PDE Field Liaison Coordinator
- Program Director
- Project Director

The great majority of the administrators responding to our survey, or 71%, are full-time employees, though few spend all of their time in adult education. For example, adult education may be one federal program among several within a federal program director's domain. Indeed, less than one-third of respondents, just 29%, spend 100% of their work week in adult education. Of the remainder, 14% spend less than 10% of their time in adult education, 29% spend 10-25%, 7% spend 26-50%, another 7% spend 51-90%, and 14% were unsure of the breakdown. (Please keep in mind that all of these figures may differ from those collected through PDE's reporting requirements.)

The annual salaries of the responding administrators ranged from $20,000 to $50,900. (Our comparable 1990 survey ranged from an exceptionally low $7,500 in a volunteer literacy-tutoring program to an exceptionally high $67,000 in a university setting.) This year found administrators' salaries averaging about $30,000, which is approximately $5,000 higher than our survey reported three years ago. Two respondents reported working at hourly rates of $14 and $16, respectively.

Benefits provided also varied considerably. We divided benefits into three levels: "full," defined as at least four of the following: medical, dental, vision, vacation, personal, sick days,

"Provide continuing leadership to enhance the overall effectiveness and outcome of programs."
—Leroy Derstine
Supervisor, ABE/GED
Bradford

life insurance, and prescriptions; "partial," defined as no more than three of those benefits; and "none." (This was regardless of whether the person worked full or part time.) About 36% of the respondents receive "full" benefits and 21% receive "partial" benefits. An unfortunate 36% receive no benefits; however, because only 29% of respondents said they work part time, that figure implies that some part-time employees are receiving at least some benefits. One respondent did not answer the question on benefits.

We asked ABLE program administrators to list their main job responsibilities. A compilation of their lists follows. Redundancies have been consolidated, and related tasks have been grouped:

- Design and plan programs
- Investigate funding sources/write grant proposals
- Establish policies and procedures
- Hire staff
- Recruit volunteer tutors
- Coordinate staff activities
- Schedule, supervise, and evaluate staff performance
- Develop staff inservice programs
- Manage day-to-day operations
- Conduct publicity, public relations, and recruitment efforts
- Develop curricula
- Administer budget
- Lead fundraising activities
- Serve on organization's committees
- Attend meetings related to program operation
- Represent program at interagency meetings
- Participate in advisory council
- Administer alumni activities
- Maintain records; file required interim and annual reports
- Observe classes
- Evaluate program effectiveness
- Resolve student-student and student-teacher concerns
- Coordinate student testing
- Do personal and career counseling
- Supply transcripts on past graduates
- Plan graduation program
- Liaison between local program and PDE

Of course, most respondents listed quite a few of those responsibilities. No doubt about it: administrators of adult education programs are exceedingly active, multiply hatted individuals.

Finally, we asked administrators for tips they would like to share with other adult educators. You'll find direct quotations from those responses scattered throughout this book in shaded boxes.❧

—Tana Reiff

"Take responsibility for the program to insure its success."

—Hannalore Wertz
ABE Teacher
ABE Project Quehanna Boot Camp

A guiding philosophy for the ABLE program administrator

Hannah collapses into her chair. It's 9:00 p.m. She looks at the pile of papers in front of her and moans slightly. "Whew, what a day!" she thinks. "Being a program administrator is a never ending job." As she sits in her small, crowded office her thoughts dart around the various events of the day.

- Someone who wanted tutoring stopped by at 8 a.m. No intake interviewer was there so Hannah gathered the necessary data. "I didn't need that interruption so early in the morning," she muses. "I came in early to get some paperwork done. I hope I wasn't too brusque. The person had wonderful stories about his childhood to tell. It's just that I—I had so much to do."
- Joe arrived, also unexpectedly. "He's a wonderful volunteer, but he asks for help with his tutoring so often. What am I going to do about it?"
- Then there was the textbook issue stemming from the inservice Hannah had attended. "Now what? The textbooks we are using are very biased against the African American and Latino persons we are serving! Who can deal with this? Shouldn't this be up to the textbook company?"

With the creaking of her chair Hannah realizes her thoughts have been elsewhere. What she needs to do is face the pile of papers in front of her, including working on the PDE grant proposal which is due in two days. "But, no, first let me finish my thinking," she says to herself. "I'll jot a note of welcome to the new learner, thanking him for his wonderful stories. In the morning I'll ask Joe to get a group of volunteers together to plan what further tutoring assistance they need and how they might provide it. The textbook issues are important. We have to respect the stories and cultures of all of our learners. And, everybody has a right to become literate, so if the textbooks aren't teaching to certain groups of persons, some people may not be learning. Perhaps the board members will have some ideas and resources to recommend to help us begin to address this issue."

It's 9:45 now. Hannah's papers are still in piles on the desk. "Fifteen minutes," she says. "That's what I'll devote to paperwork. Then I'm going home and sit in a nice warm bath and relax. I deserve it! Tomorrow morning I'll give three early hours to the PDE grant."

Hannah's story and musings are about her guiding philosophy as an ABLE program administrator. They show the values, beliefs, and principles which she uses to guide her practice. This story is about a guiding philosophy for all ABLE program administrators—the values, beliefs, and principles which guide our practice.

First, Hannah values **reflecting on her practice**. Her musings are about the day—how it went, the aspects she was satisfied with, and those that needed a new approach. This reflection-in-action would occur even if Hannah were satisfied with the day,

since she still might find better ways to go about being an administrator. The reflection may happen in the office, in the car, at a meeting, or in the middle of the night. For some, the reflecting may be a matter of thinking through the events of the day; for others, it's a feeling—a sense of what felt right and what did not. The important thing is that reflection is always a part of Hannah's day.

Next, Hannah is **interested in and respects people**, and wants to give them quality time. Her emphasis is on quality rather than "quantity" time—the amount of time she puts in. She reviews her people-interactions of the day. While perhaps brief, did she affirm people's gifts? How did she handle people's demands for time which she didn't have? Was she clear about her messages regarding what she could do and could not do, while acknowledging that she understood the needs of the person who had approached her?

Third, Hannah **values volunteers** and is prepared to support them. She believes that volunteers should have opportunities for growth and further learning just as paid staff should have. Joe's request for assistance in his tutoring does need to be heard. She thinks about how this can be attended to and whether other tutors, who may not ask, may also have similar needs.

While Hannah struggles with feeling responsible for everything that goes on in her office, she strongly believes in empowering volunteers, staff, board members, and learners (when they are ready) to take some responsibility for planning their own learning, for solving their own problems. In working hard to encourage more of this, Hannah is working to believe in herself enough to learn that she *doesn't have to do* everything herself, and to trust that others, while they may do things differently, will do them well. She considers how to empower Joe and other tutors who may want further assistance, to detail what specifically is needed and then devise their own plan of study, speakers, and other support.

Fourth, Hannah is committed to **respecting and promoting the various cultures**, learning styles, networks, and values of learners and tutors. Yes, she is overwhelmed by the task, including the new learning which this understanding requires of her. It's a long process which she can't do alone, but, as administrator, she believes it's her responsibility to continually raise the issue in the agency. So, this reflection is added to her quick evening checks of the day.

Fifth, Hannah **values administrative leadership**. She is an administrator because she realizes the importance of guidance, long-range vision and planning, and economic support for ABLE efforts. Without grant-writing, speaking engagements, community contacts, etc., the work of ABLE could not go on. A piece of the reflection must be about the administrative tasks which she did during the day. She has to consider what was done, how well, what she put off, and when she will reschedule what was not accomplished. This is the hard part for Hannah, because even though she is committed to her position, she is such a people-person that she tends to respond to people-needs first while the administrative tasks may suffer. Each evening she tries to make specific resolutions for herself about the administrative tasks she will accomplish the next day.

Finally, Hannah **values herself**, setting aside time to relax and do something which is renewing for her. Each evening she consciously notes what this something was, so she doesn't get caught up in the work-only syndrome which is so easy for people whose value is service to others.

From Hannah's story, the following principles are suggested as a guiding philosophy for ABLE program administrators:

- **Daily reflect on practice:** What was your day like? Was it what you wanted it to be about? What needed changing or improvement? What specific steps will you take?
- **Be interested in and respect each person:** What were your people-encounters like today? Did you give people quality time? Did you affirm people's strengths? Were you clear in your messages to people about what you could and could not do for them time-wise or task-wise?
- **Value staff:** What were your staff and volunteer encounters like today? Did you offer them opportunities for growth and nourishment? Did you allow them to accept or decline your offers? Did you work to empower staff to define their own learning needs and to devise their own plans of study?
- **Respect and promote the variety of cultures:** What did you do today to learn about someone's culture other than your own? What did you do to promote your staff's, Board's, and tutors' understanding and promoting of the cultures of the persons your agency works with?
- **Value administrative leadership:** What administrative tasks did you accomplish today? What needs yet to be done? How will you accomplish these? To what extent have you delegated some tasks, letting go of your own need to do them yourself? To what extent have you postponed the administrative tasks to do people-directed things which you may enjoy more?
- **Value yourself:** Specifically, what have you done for yourself today? What few minutes have you taken to separate from the work and responsibilities and do something which is lifegiving?

—Daniele D. Flannery

A brief history of adult education

Adult education is defined as a process whereby persons who no longer attend school on a regular, full-time basis undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, or skill appreciation and attitude; or for the purpose of identifying or solving personal or community problems (Liverwright and Haygood, 1969). The history of adult education, therefore, is a reporting of the systematic occurrence of the education of a diverse population of adults in their particular station and position in society. As such, adult education has been looked at from four basic, if overlapping, perspectives 1) as the work of institutions and organizations, 2) as a kind of relationship, as in the concept of androgogy or as in the distinction between education and the education of adults, 3) as

stemming from a historical identification with spontaneous movements, and 4) distinguished from other kinds of education by its goals and functions. Each of these perspectives contributes to the overall picture of adult education in the United States.

Knowles (1977) placed the initial development of white American adult education at 1607 with the arrival of the colonists in America. Miller (1914), Woodson (1919), McGee (1971), McGee and Neufeldt (1985), and McVaugh (1986) suggested that adult education for the African American began in 1619, with the arrival of the first African slaves. This is based upon the observation that slavery was an institution of learning as well as labor. The Negro's taskmaster was also his schoolmaster.

Early adult education served affluent white males in particular. Despite the limitations of research into early literacy, it seems that as many as one-third of the males and the majority of females were excluded from participation in adult education beyond their oral traditions. Women, African Americans, and Native Americans were not included in the lyceums, chautauquas, and other established forms of adult education.

This changed, however, when other groups also felt excluded from the educational process. Voluntary groups organized to educate themselves, becoming known as *movement education* (Evans and Boyte, 1986). In the 1860s, 1870s, and 1880s these movements took specific organizational form in the National American Woman Suffrage Association, the Women's Christian Temperance Union, the Knights of Labor, the National Grange of the Patrons of Husbandry, and the Farmer's Alliance. These democratic movements combined both education and political action.

During the progressive movement, the research institutions of higher education began looking closely at the interdependency of new academic disciplines—sociology, economics, political science, and history—because of the new networks of communication and transportation which caused new economic markets, industrialization and the impact on a new work culture, and urbanization and its impact on the new patterns of community life.

During this movement, the Morrill Act was passed because of the changing course of agricultural education. Land-grant institutions were formed in response to the Act. For new immigrants, in an attempt to indoctrinate them in the American way, educational programs in evening schools, factories, churches, and private organizations were established (Carlson, 1975). However, the immigrant churches, lodges, clubs, newspapers, and lectures had more success in influencing immigrant adjustments than did the Americanization efforts.

In the 1890s, even though slavery had been abolished with the Civil War, the education of African American adults remained essentially a black enterprise. An alternative system grew up alongside the dominant system, including black churches, Freedman's bureaus, black colleges, vocational schools, fraternities, and the largest black adult education movement in America, Marcus Garvey's Universal Negro Improvement Association (McGee and Neufeldt, 1985).

The American Association for Adult Education was organized in the 1920s. Efforts were made to keep the association neutral by refusing to identify with special interest groups. However, during that same time adult educators outside of the AAAE advanced a conception of adult education as social education, indicating that it could not be disassociated from the study and critique of social institutions, including institutionalized racism.

For a brief period in the 1930s, the federal government entered the fields of adult education through federal emergency relief programs. Even though the efforts realized no permanent federal improvement, this brief experiment raised many questions about the appropriateness of a federal role in adult education, questions that recur periodically.

In the 1950s, corporations established training and development departments which provided a wide range of educational programs. Workplace training has become more urgent because of increased international competition, the need for continual retraining, the growing participation of workers in decision making in some industries, and the need to provide basic education for a large number of the workforce inadequately educated in the public school system. In addition, community colleges were developed during the 1960s, providing an open door to social and economic opportunities for minorities and the disadvantaged. Higher education forged linkages with the workplace, and the workplace itself became a school for adults.

In the 1950s and 1960s, several groups of Americans—blacks, women, Native Americans, and Mexican-Americans—pressed their case for social, political, and economic justice. These social movements contained an essential educational component through which those who struggled for justice came to understand their situation and to gain a sense of their own power to change it. National coordinating organizations were formed to guide these movements. Among these were the Southern Christian Leadership Conference, the National Organization for Women, the American Indian Movement, the National Farm Workers Association, and the Highlander Folk School.

The National Laboratory in Group Development was organized in 1947 to look at new directions for adult education. It focused on determining new directions in adult resocialization, analysis of adult situations, participative techniques of learning, and a dynamic interpretation of adult learner behavior. In 1951, the newly formed Adult Education Association (AEA; eventually AAACE—see page 67) offered a more comprehensive approach to adult education. The AEA attempted to serve the various segments of the adult education field by promoting the development of professional competencies, institutional corporation, and adult education as a social good.

With the changing social conditions of the 1960s, new ways of thinking about adult education began to appear under the labels such as *lifelong learning*, *lifelong education*, and *recurrent education*. Each of these in some way reflected an attempt to make adult education an object of public policy.

Adult education is a historical recounting of the systematic efforts of adults to educate themselves. The mood of the country dictated the various systems and needs of particular groups in determining alternative systems of adult education for their individual purposes. Adult education is seen not only as a system for academic study but as a social movement and political action as well. This remains true today.❧

—*Margaret Shaw*

The development of adult education in Pennsylvania

Adult education in Pennsylvania can be traced to Benjamin Franklin's use of the junto as a technique for discussing the issues of the day. While early adult education efforts were largely informal and disorganized, Pennsylvania can boast of having one of the first libraries and the founding of the Pennsylvania Academy of Fine Arts.

In 1824 the Franklin Institute in Philadelphia provided lecture series, periodicals, and scientific collections. The 1800s witnessed the establishment of free town libraries, agricultural societies, and the National Education Association.

The Morrill Act of 1862 established land grant colleges such as the Pennsylvania State University. Our citizens recognized and supported the idea of public education. In 1869, Philadelphia opened its public evening high school, which provided instruction to immigrants, vocational education, and secondary and college courses. Later this program was utilized as a way for adults to continue their education. The International Correspondence Schools of Scranton was established in 1891 and became a leader in the field of adult education through correspondence.

The 1900s saw the development of Pennsylvania chapters of many national associations that focused on adult education. State chapters included the American Association of University Women, League of Women Voters, Parent Teacher Associations, fraternal organizations, and professional societies. Alfred W. Castle served from 1921 until 1957 as Pennsylvania's pioneer adult educator in extension education.

The 1960s became a period when the federal legislature recognized the importance of providing financial support for the basic educational needs of adults. Pennsylvania used the federal funding from the Manpower Development and Training Act of 1962, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, and the Adult Education Act of 1966 as the basis for establishing the state's adult education programs.

Alfred S. Holt served as chief of the Division of Extension Education in the Pennsylvania Department of Education from 1957 through 1972. In 1965 Clair E. Troy was given the responsibility to develop, implement, and coordinate the Department's Adult Basic Education program. R. Chapman Carver and Frank Groff were early ABE advisors in the Eastern region of the state. Jack Kraft, Joe McAndrew, and Gordon Jones have served the Western region. The Central region of the state was administered by Mabel M. Ouderkirk. The initial 57 ABE programs enrolled approximately 5,000 adults. In 1969, six learning centers opened their doors. Within ten years, the number of ABE programs tripled and enrollment grew to over 38,000 adults. Special demonstration and teacher training projects were organized by Jack Sittman.

In 1973 Clair E. Troy, Eugene Madeira, Director of the Adult Enrichment Center in Lancaster, and others successfully lobbied to have 20% of the funds in the Adult Education Act designated for adult secondary education. Kenneth K. Wallick will always be remembered for his many years of service in Pennsylvania's General Educational Development program.

The Pennsylvania Association for Adult Education and the Pennsylvania Association for Public Continuing Adult Education were created to meet the needs of our adult educators. In 1978 these associations merged to form the Pennsylvania Association for Adult Continuing Education (PAACE). PAACE continues to serve as the umbrella organization for adult educators in our public schools, universities, literacy councils, unions, armed forces, and state agencies. PAACE and its predecessors, along with PDE, have sponsored the Midwinter Conference for Adult Education for nearly 30 years. PAACE also keeps its members, the general public, and the legislature informed about adult education.

The late Ethel K. Matthews was the first director of the state's adult basic education efforts, elevated to Bureau status under the leadership of Dr. John Christopher. During the past 20 years the name of the Department's office associated with adult basic education has evolved to the Bureau of Adult Basic and Literacy Education.

Adult basic and literacy education programs of the 1980s and 1990s reflect the influence of Project Literacy U.S.; literacy councils; adult educators who have dedicated their careers to helping others; and Pennsylvania's First Lady, Ellen Casey, in her support of literacy. This influence helped create Act 143 (see page 13), marking the first time that the Pennsylvania legislature provided funding for adult basic and literacy education.

—Charles T. Wertz

The Adult Education Act: a synopsis

In 1964, the United States Congress began providing federal funds on a state grant basis for Adult Basic Education with the passage of Title II-B of the Economic Opportunity Act. The goal of the program was to remedy the inequities of educational disadvantage by offering persons 18 years of age and older the opportunity to develop reading, writing, language, and arithmetic skills to enable them to obtain or retain employment and to otherwise participate more fully as productive and responsible citizens.

Amendments to the Elementary and Secondary Education Act (ESEA) in 1966 and 1968 provided a separate title for ABE and expanded adult education thrusts. This title became known as the Adult Education Act (AEA) of 1966, ESEA as amended. Under this legislation funds became available to state and local education agencies to meet the costs of instruction, to employ and train qualified adult educators, and to develop specialized curriculum and techniques appropriate to adult learners.

In 1978 President Jimmy Carter signed Public Law 96-561, which appropriated $100 million for adult education and reauthorized the Adult Education Act through fiscal year 1983. Since then, several new amendments have been passed. In 1988,

P.L. 100-297 raised the appropriation to $200 million and added provisions for workplace literacy, English literacy programs for individuals of limited English proficiency, adult migrant farmworker and immigrant education, and adult literacy volunteer training.

The National Literacy Act of 1991 further amended the Adult Education Act. These amendments have required the Pennsylvania Department of Education to amend the Adult Education State Plan in 1992 to incorporate technical provisions of the Act and to amend the plan in 1993 to incorporate mandated "Indicators of Program Quality" (see page 28). What follows is a very brief description of the contents of each section of the AEA. A copy of the full and most current document is available from AdvancE.

THE ADULT EDUCATION ACT (Public Law 100-297)

SEC. *301* notes that Title III may be cited as the "Adult Education Act."

Part A: Basic Program Provisions

SEC. *311. Statement of purpose:* "...to improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment, to expand and improve the current system for delivering adult education services..., and to encourage the establishment of adult education programs..."

SEC. *312* defines terms such as *adult education, educationally disadvantaged adult, community school program, local educational agency, individual of limited English proficiency, out-of-school youth, English literacy program, community-based organization*, etc. (See Glossary, pages 76-77, for official definitions.)

SEC. *313* authorizes the appropriation of such sums as may be necessary for the fiscal year 1991, $260,000 for fiscal year 1992, and such sums as may be necessary for each of the fiscal years 1993, 1994 and 1995, other than sections 371 and 372.

Part B: State Programs

SEC. *321* authorizes the U.S. Secretary of Education to make grants to states for adult education programs, services, and activities.

SEC. *322* describes how the states may use those grants to fund applications from local educational agencies, community-based organizations, and others.

SEC. *323* sets local administrative cost limits: at least 95% must be spent directly on adult education instructional activities; however, the 95:5 ratio is negotiable.

SEC. *326* provides for adult education in corrections institutions.

SEC. *331* describes the responsibilities of the state educational agency (SEA) administering adult education programs funded under the Adult Education Act. The SEA must produce an application and plan for funding, consult with an advisory group, and provide personnel to administer programs. Effective October 1, 1990, there is a 5% or $50,000 cap on state administration costs.

SEC. *332* sets forth the requirements for and outlines the role of the State Advisory Councils on Adult Education.

SEC. *341, 342, 343, 351, and 352* explain the requirements of the State Plan and Application to be produced every four years (previously every three years), along with evaluation procedures.

SEC. *353* mandates that not less than 15% of funds allotted to a state each year be used for Special Demonstration Projects and Teacher Training. This includes special projects for the homeless and handicapped. [These projects are commonly referred to as "special projects" or "353 projects."] Two-thirds of the 15% must be for staff development projects.

SEC. *356* provides for the formation or expansion of State Literacy Resource Centers (such as AdvancE).

SEC. *361* allocates the federal share of expenditures to carry out a state plan at 85% of the cost of carrying out the state's programs for fiscal year 1991, 80% for 1992, and 75% for 1993 and thereafter. In other words, the 15% local match has increased to 25% as of July 1, 1992.

Part C: Workplace Literacy & English Literacy Grants

SEC. *371* provides grants for partnerships between education and business, industry, and labor, paying 70% of the cost of workplace literacy programs.

SEC. *372* provides grants for English literacy programs for individuals of limited English proficiency as well as demonstration programs and a national clearinghouse at the Center for Applied Linguistics of the Office of Educational Research and Improvement.

SEC. *381* provides grants for adult migrant farmworker and immigrant education.

SEC. *382* provides grants for adult literacy volunteer training.

SEC. *383* explains how activities resulting from this Title will be evaluated through the Research Information Network.

SEC. *384* establishes the National Institute for Literacy to support "applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education" and sets aside funds specifically for research on special-needs adults.

—John Christopher

The Adult Education State Plan

Adult Education State Plans are required in order to receive federal funding under the Adult Education Act. They serve as the State Education Agency's application for funding over a multi-year period, currently fiscal years 1990 through 1994. In addition, they serve as blueprints for the administration of programs provided by the Bureau of Adult Basic and Literacy

Education, particularly federally funded regular programs of instruction (Section 322 of the Act) and special projects and staff development (Section 353).

The Plan is developed through joint planning with individuals representing diverse constituencies and entities affected by adult education programs—the Adult Education State Plan Task Force. Adult education is federally defined as Adult Basic Education, levels 0-8, including English as a Second Language and Adult Secondary Education (levels 9-12) or General Educational Development (GED).

The Plan consists of chapters on Pennsylvania's adult basic education needs; all of our state and federal resources, both financial and institutional; an evaluation of the previous Plan; philosophy, goals, objectives, and activities for the period of the new Plan; how the Plan will be implemented in accordance with federal regulations and by state guidelines; and a description of the participatory planning process for both the development and implementation of the Plan over its duration.

When the Adult Education Act is amended by Congress, as occurred in 1991 via passage of the National Literacy Act, it becomes necessary to amend the State Plan and bring it into compliance with new federal requirements. On the State level, the amendment process involves Bureau staff and the State Plan Task Force in the planning stage, followed by the publication and statewide dissemination of the proposed changes. After the dissemination has been made, public hearings are held across the state, making broad-based input a reality. Final revisions are then made, prior to submission of the amendments to the U.S. Department of Education for approval. Once approved, the amendments become a part of the basis for receipt of federal funds.

The Pennsylvania Adult Education State Plan also includes letters of endorsement and partnerships with a variety of organizations, representatives of special interest groups (including teachers and adult learners), unions, professional associations, institutions, and businesses. The final paragraph of our philosophy sums up the importance of collaboration in planning and implementing the State Plan at both the state and local levels as follows:

"Adult education is one of a broad array of educational and human service programs needed to address economic development and societal concerns of crime, homelessness, poverty, and productivity. These are just as much the concerns of individual adults who wish to learn, to live in crime-free neighborhoods in decent housing, to have the necessities of life for themselves and their families, to be free of dependency on welfare, to have employment commensurate with their abilities, and to have self-esteem and a better quality of life. Individuals, the media, businesses and industries, unions, public and private agencies and organizations must work together to make sure that all Pennsylvanians have the opportunity to gain the necessary skills and knowledge to be productive citizens and to secure for themselves and others a share of our future and our prosperity."

Following approval by the United States Department of Education, our Plan is published and copies made available to local adult education program sponsors and other interested parties. Often, local program administrators quote the State Plan, or adopt/adapt objectives and activities for the narrative portion of proposals submitted to the Bureau of Adult Basic and Literacy Education. To see a copy of the State Plan, contact AdvancE.

—Martha L. Frank

Adult education for the homeless

As part of an effort to combat the enormous problems encountered by homeless people throughout the nation, the Stewart B. McKinney Homeless Assistance Act, Public Law 100-77, was signed into law on July 22, 1987. Title VII-A of the Act, Adult Education for the Homeless Program (AEHP), included two provisions that address the education of homeless adults: 1) Section 701 amended the Adult Education Act to specify that homeless individuals were eligible for adult education services, and 2) Section 702 established a new program—Statewide Literacy Initiatives that provided federal financial assistance to enable state education agencies to develop and implement a program of literacy training and basic skills remediation for the adult homeless population.

In August 1988, the Pennsylvania Department of Education was allocated $640,000 for fiscal years 1987 and 1988. Through a request for proposal, 13 local adult education service providers were selected to conduct six-month special demonstration projects, January through June 1989. Twelve of these projects were given nine-month extensions through March 1990.

In November 1990, PDE was awarded another $331,595 AEHP grant. Under this award, 16 local adult education agencies were selected to conduct 11-month basic education/life skills programs for homeless adults. These projects terminated October 31, 1991.

In June 1992, the Pennsylvania Department of Education submitted a three-year proposal for these highly competitive funds. The proposal, entitled "Voices from Pennsylvania: Learner-Centered Adult Education for the Homeless," contains a strong family literacy component. If funded, the program will focus on the needs of Pennsylvania's fastest-growing homeless population—families.

The Bureau of Adult Basic and Literacy Education intends to use the AEHP to supplement the adult education services being provided to the homeless population and to encourage greater collaboration of efforts to alleviate the consequences of homelessness. To that end, all service providers are required to coordinate instructional programs with local shelter services.

—Gordon Jones

Act 143 of 1986, the State Adult Literacy Act

The Bureau of Adult Basic and Literacy Education (ABLE Bureau) currently funds 141 State Adult Literacy programs through Act 143 of 1986, the Pennsylvania Adult Literacy Act. Many of these programs make excellent use of the Keystone State's vast number of willing volunteers, including college students who have joined the Literacy Corps, a few high school students, retired persons, company employees, homemakers, and even

some temporarily unemployed individuals. These willing workers are trained to work one-on-one with some of our most educationally disadvantaged citizens.

Under the terms of this Act, students must be at least 17 years of age (there is no upper age limit) and may not be enrolled in any public or private secondary or post-secondary school. The Act, as subsequently amended, permits the acceptance of clients who, while they may have a high school diploma, are in need of help in reading, writing, and/or mathematics. The primary target population is comprised of educationally and/or economically disadvantaged individuals, particularly those reading below a fifth-grade level and those for whom English is a second language. Substantial funds are used to support one-on-one tutoring or very small-group instruction, by trained volunteers, for persons with low levels of reading proficiency, many of whom exhibit various symptoms of learning disabilities. There should, of course, be a reasonable expectation that the individual will be able to profit from the instruction thus received.

Initially, volunteers are trained in the basics of one-on-one instruction, a process which takes 12 to 15 hours. Once matched with their students, tutors receive ongoing support from the program coordinator, supervisor, and/or tutor trainer. Most programs also provide ongoing tutor support/training sessions two to four times a year, during which tutors may enhance their skills with information on helping the student to set specific goals, teaching English to non-English speakers, using the experiential (or whole language) approach to teaching reading, adapting the tutor's teaching style to the student's preferred learning style, helping a student cope with some symptoms of learning disability, etc. While most volunteers continue to work one-on-one with their students, a few embark upon small-group instruction, which can form a bridge between private instruction and the larger groups which typify the ABE and GED classes.

The law also provided for the instruction of adults functioning at the 5th-8th- and 9th-12th-grade reading levels. Sometimes a student may be enrolled in classes at these levels while continuing to receive some support from the original tutor.

The Bureau may allocate no more than 20% of the total state appropriation for the 9-12/GED category. Two additional funding "caps" are found in Budget Category I, Administration, and Budget Category III, Support Services, with a maximum of 10% of the funds requested by a provider being available for each of these two categories. Through Category III, Support Services, providers can offer professional assessments and counseling of students, as well as such additional benefits as assistance with the student's transportation and the provision of child-care services so that the student can take advantage of the instruction being offered.

The legislation also provides that the Bureau may use up to 20% of the total State Adult Literacy allocation for institutionalized individuals, such as persons in state or county correctional facilities, state hospitals, and rehabilitation or treatment centers; however, the limited available state funds have resulted in the transfer of all institutional programs to federal funding sources.

Regional advisors are readily available, at (717) 787-5532, to answer questions about programs or budgets and to provide Staff Development Workshops on a variety of subjects, as requested.❧

—Martha L. Frank

Programs administered by PDE's Bureau of Adult Basic and Literacy Education

The Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) administers two major adult basic education programs providing funds for local program sponsors: the federal Adult Education Act program and Act 143 of 1986, the State Literacy Act.

Major federal programs

Each year, the United States Department of Education (USDE), according to the statutory requirements in the federal Adult Education Act, awards a grant to the Pennsylvania Department of Education (PDE) based on a USDE-approved multi-year State Plan developed by the Bureau with the advice of a participatory planning Task Force comprised of adult educators and representatives of business, industry, and others with interests in adult education. The amount of the grant is dependent upon the amount allocated by Congress and the President, and upon the needs of each state and territory as demonstrated by census data on the number of out-of-school youth (16 and older) and adults who lack a high school diploma. Until FY 1994, only California, New York, and Texas received higher grant awards than Pennsylvania.

Based on objectives developed by the State Plan Task Force, the Bureau administers funds under several sections of the Adult Education Act. Section 322 provides for instruction of out-of-school youth (16 and older) and other adults in need of instruction in basic skills, English as a Second Language (ESL), or a high school equivalency diploma (Commonwealth Secondary School Diploma). Section 353 provides for staff development and special experimental demonstration projects such as curriculum development and research. Section 372 supports Limited English Proficiency (LEP) programs when funding is appropriated.

The Bureau applies for other federal grant awards such as the National Workplace Literacy Program funded by Congress through USDE. Project ROAD (Real Opportunity for Advancement and Development), a business, union, and education partnership that developed and disseminated a job-specific basic-skills instructional program to prepare commercial drivers for the federally mandated Commercial Driver's License examination, was a grant award from NWLP. The Bureau also makes application for Adult Education of the Homeless. In FY 1993, the Bureau was funded for a family literacy program by the Barbara Bush Foundation.

State-funded programs

Act 143 of 1986 is the adult literacy program funded by the state which assists the educationally disadvantaged adult, 17 or older, in need of help in reading, writing, and/or mathematics, whether or not they have a high school diploma. The amount of the grant award is determined annually by the General

Assembly and the Governor. Funding was substantially increased in appropriations in 1987 and 1988. This Act closely resembles the federal Act and is designed to encourage the use of volunteer tutors to expand opportunities for participation in adult education programs.

Funding decisions

The Bureau develops annual guidelines, reflecting federal regulations and state statutory requirements, to provide a framework for funding local programs and to instruct local applicants on the completion of proposals for grant awards. Application forms and procedures are developed reflecting these guidelines. A Request for Proposal (RFP) is disseminated which clearly identifies the purpose of the funding, eligible recipients, and application or pre-application procedures to be followed. The RFP identifies dates and locations of workshops at which Bureau staff provide application packets and technical assistance on proposal completion. Providers are encouraged to have not only the writer of the narrative present for this session but also the person who will be responsible for preparing the budget and for keeping the fiscal records and reports in order. Current providers may budget actual expenses up to $50 for these individuals to attend the workshop. In addition, Regional Advisors are available, by phone, to answer questions which may arise pertaining to the writing of these proposals for regular programs of instruction. Applications submitted by deadlines are reviewed, based on criteria developed by Bureau staff (Sections 322 and 372) or by the Bureau staff and teams of adult educators (Section 353 and Act 143 of the 1986 State Adult Literacy Program).

Funding requests for all programs administered by the Bureau far exceed available funding. Therefore, there are always proposals which should but cannot be funded. In addition, budget negotiations for approved programs are frequently necessary. Once proposals have been approved by the Bureau director, they are forwarded to the Legal and Comptroller's Offices for review of compliance with standard contract requirements and guide-

Workforce education: a rising priority

•• Workforce basic skills education is receiving growing attention at federal and state levels in the form of legislation, increases in appropriations, and instructional programs offered at the worksite. A literate workforce is no longer a luxury but a necessity; the worker in the 21st century must be literate, skilled, and flexible.

Businesses recognize that there is a widening gap between the workers' skills and the skills required in today's job market. Only 8% of entry-level workers receive any training at all and educators, businesses, and workers alike realize that what is provided is often not enough to meet the demands of the workplace.

Adult basic skills education providers are increasing their services to students in the workplace, and the number of partnerships among workers, businesses, unions, and educators is on the rise. Recognizing that employed persons have been enrolling in their programs in order to upgrade their basic skills, adult education providers looked to expand their programs by providing classes at the worksite. In 1985-86, only .4% of the PDE ABE classes were at a worksite; in 1990-91, that figure rose tenfold to almost 4% of classes.

The Stafford-Hawkins School Improvement Act of 1988 (PL 100-297) authorized the National Workplace Literacy Program in response to the concern that the nation's workforce possesses insufficient basic skills which adversely affect productivity and competitiveness in the global marketplace. In the first year of funding (FY 1988), actual appropriations totalled $9.6 million for 37 projects across the nation. Authorized funds and appropriations have increased each year, and in FY 1993, $19,251,000 is available for funding. If and when the program appropriations reach $50 million, the NWLP will become a state grant program.

Congress has shown that job training ought to be included in adult education by giving the responsibility for NWLP to the Department of Education and by including legislative authorization in the Adult Education Act (AEA). Through the establishment of the NWLP, Congress is saying that state, local, and federal programs sponsored through the AEA do not focus enough on the problems of workplace literacy. Instructional services beyond the traditional adult education setting are needed in order to provide an adequately educated workforce.

The Pennsylvania Department of Education echoes the concerns of the federal government in its desire to meet the needs of workers. Job-specific basic skills workplace programs have been included in the funding of ABE/GED classes under Act 143 and Section 322. In FY 1991-92, approximately $695,000 of Act 143 and Section 321 monies were allocated to workplace education programs. In FY 1992-93, the Bureau of Adult Basic and Literacy Education called for separate proposals for job-specific basic skills classes to be offered at the worksite. These requests for funds totalled over $1 million. Classes include ESL instruction; math basic skills for job-related math needs; improvement in reading skills; vocabulary knowledge; and/or decision-making or team-building skills.

Employees enroll in classes to upgrade their basic skills in order to do their jobs better and be more competitive in the workplace. One 56-year-old worker wrote when she enrolled in a worksite class that her goal was to "reeducate (herself) for the technological changes" in the workplace. The need for and attention to the provision of job-specific basic skills instruction for workers will continue to be a priority; both federal and state legislatures have indicated their concerns by appropriating funds for such programs. ABE providers continue to expand their programs in response to the priority of preparing a literate and skilled workforce. See page 36 for information on starting a workplace literacy program.

—*Ella M. Morin*

lines, and for scheduling of payments.

Once local programs are operational, Bureau staff review monthly attendance records (due by the tenth of each month), conduct on-site evaluations of programs, provide staff development workshops and technical assistance to local programs, and facilitate program revisions as necessary.

—*John Christopher*

The National Adult Literacy Survey: a brief update

The National Adult Literacy Survey (NALS), funded by the National Center for Education Statistics of the U.S. Department of Education, is the third in a series of large-scale assessments undertaken by Educational Testing Service since 1984. The initial study surveyed the literacy skills of America's young adults aged 21 to 25 years and the second focused on the demonstrated skills of individuals served by programs of the U.S. Department of Labor—those seeking training and/or employment as well as unemployment compensation. Unlike the two earlier studies, which surveyed particular adult subpopulations, NALS was designed to provide information on the literacy skills of the total adult population aged 16 years and older.

NALS presents a unique opportunity for informing the general public, policy and business leaders, educators, and program providers about literacy, for rarely have so many people from so many institutions and walks of life been so receptive to the issues surrounding adult literacy and so attentive to the human costs associated with restricted literacy skills. It is now generally recognized that increasingly complex literacy skills will be needed by greater numbers of individuals if our nation is to maintain its standard of living and compete in global markets. Increased literacy skills are equally important for participation in our society with its formal institutions, complex legal system, and large government programs. Some warn that America's literacy problem could worsen over the next decade as a result of changing economic, demographic, and labor-market forces. A recent study conducted by the American Society for Training and Development reported that these forces are creating a human capital deficit that threatens U.S. competitiveness and acts as a barrier to individual opportunities for all Americans.

There is now almost unanimous agreement that as a nation we must and will respond. There is also general agreement that any national program for improving literacy skills would need to be based on the best information as to where and how serious the deficits are. The Adult Education Act Amendments of 1988 require USDE to submit a report to Congress on the definition of literacy and then to report on the nature and extent of literacy among adults in the nation. To this end, the National Center for Education Statistics and the Division of Adult Education and Literacy called for a nationally representative household survey to define and assess the literacy skills of America's adult population. Some 15,000 individuals aged 16 and older from across the country were randomly selected and interviewed in their homes during the spring and summer of 1992 in order to collect some 20 minutes of background information and some 45 minutes of literacy performance data.

In addition to the national household sample, a sample of about 1,000 male and female inmates of federal and state prisons was surveyed to provide separate estimates of literacy among the incarcerated population. Moreover, it was decided that states should have the opportunity to participate in a concurrent survey that would provide results at a state level comparable to those of the national study. While many states expressed an interest, 12 entered into contracts with ETS to conduct such a survey. A representative sample of some 1,000 individuals was selected and interviewed from each of the 12 participating states: California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington.

Survey design

NALS is the largest and most complex study of adult literacy ever conducted in this country. It involved sampling over 45,000 households and 80 prisons to conduct some 28,000 one-hour interviews. Over one million responses to a pool of open-ended simulation tasks were scored along with more than five million responses to a background questionnaire. More important than size, however, is the fact that this database allows us to address a set of issues that are critical to our understanding the nature and extent of literacy problems facing this country—information that is not currently available from the frequently administered school-based surveys.

The design and conduct of NALS was guided by two groups—a Literacy Definition Committee and a Technical Review Committee. To use the NALS database most effectively, both committees recommended that a series of reports be written and widely distributed—sometimes to communicate information to different audiences and sometimes to focus on topics of particular relevance within broad areas. In all, a series of eight national reports will be released beginning in September, 1993. One report will summarize and highlight the overall results from the survey. A second report will provide detailed and technical information about the design and methodology used to carry out the survey. A set of six reports will deal with topics of particular interest and importance, including literacy and the work force, literacy and education, literacy and the elderly, literacy and the incarcerated, literacy and cultural diversity, and literacy practices and participation.

In addition to these national reports, each of the 12 participating states will receive a report characterizing the literacy skills of its residents as well as comparing state results with national and regional data. Each state will receive its report soon after the release of the first national report. ETS will work closely with representatives from each state to determine when and how to disseminate the information.

To receive copies of any of the adult literacy reports or more information about NALS or the Pennsylvania state survey, write to Irwin S. Kirsch, Executive Director, Educational Testing Service, Princeton, NJ 08541, (609) 734-1516.

—*Irwin S. Kirsch*

The future of adult basic and literacy education

The remainder of the 1990s may well hold major changes for adult basic and literacy education, brought about by the National Literacy Act of 1991, a growing national literacy movement, and a Congress that is generally sensitive to adult education needs. After years spent on the fringes of education, ABLE has an opportunity to become an integral part of a national effort to prepare for the future.

The 1991 legislation increased funding, established a National Center to disseminate research and improve practice, and enhanced efforts to professionalize the field by mandating that states spend 10% of their federal funding on staff development and teacher training. The legislation also called for the establishment of state and/or regional resource centers, enhancing further still the dissemination of research and "best practices" by linking the national center to a network of state and regional centers across the country.

Last but not least, the legislation requires states to establish indicators of program quality for determining whether adult education programs are effectively and efficiently "recruiting, retaining and improving the literacy skills of individuals served in such programs" (section 331 (a)(2)). This single element, combined with increased staff development, will do more to move ABLE forward than any other mandate.

The "indicators of program quality" have the potential to bring about changes, not only in what we do, but how we do what we say we do. They require that learners make real progress and stay enrolled long enough to meet their educational goals; that program planning and evaluation be a comprehensive and participatory reality; that programs be accountable; that curriculum, instruction, and instructional materials be geared to student needs and learning styles; and that support services be provided and coordinated.

On the staff side, the indicators mandate that staff development and teacher training be ongoing and deliberate, that it improve adult educators' competencies and teacher effectiveness, and that it provide career opportunities. Finally, volunteers must be fully integrated into programs. Their training, placement, and assignments are to be documented, as well as their contributions to the overall effectiveness of the program.

While chances are slim that the nation's literacy problems will be solved in the foreseeable future, it appears that, in spite of continuing challenges from around the world, problems at home have a far better chance of remaining near the top of the national agenda. The Clinton administration proposed increased funding for Head Start, a natural link with ABLE family literacy programs. Welfare-reform proposals include, in addition to childcare and medical assistance, job training and basic-skills education for those not prepared for the workplace, linking ABLE and workforce literacy. Community service is proposed as a means of repaying student loans and, like welfare reforms, unemployment benefits in the future may require active participation in education or job training, supported by child care, health care and other assistance. It is expected that the Clinton administration will make a major effort to change the way "entitlement" programs are perceived and implemented.

Finally, the definition of literacy itself is changing. No longer are the basic skills of reading, computation, and writing in the context of everyday life as it exists today considered sufficient. The integration of critical thinking skills and computer literacy into the curriculum will bring about changes in how ABE classrooms are structured.

Programs and curricula are being developed which are far more learner centered and require a deliberate mix of individualized instruction and group dialogue, where students define problems and deliberate and discuss alternate solutions as well as the thinking skills involved in the process. How they learn will become as important as what they learn.

At a time when the number of those in need of basic skills and literacy education continues to rise and the problems they bring with them multiply in complexity, we as adult educators need to ask ourselves if we are doing enough to challenge and encourage our students to reach beyond basic education and the GED, to see beyond immediate short-term needs, remain open to continued learning, and prepare for a future which undoubtedly will be quite different from today. Are we helping students develop the confidence, the resources, the critical thinking skills, and the knowledge base necessary to do so?

Mocker and Spear, in the closing chapter of *The Handbook of Adult and Continuing Education* (1990), predict that:

- No longer will emphasis be on basic education or putting clients in touch with service agencies where their dependence is reinforced. Adult educators will form new collaborative relationships with psychologists and sociologists to gain greater insights into the problems their clients face. They will establish working relationships with private-sector business and industry to provide resources and help programs keep up with rapidly changing needs and expectations of the marketplace.
- Acting as both teacher and mentor, the adult educator will help clients establish resource networks that extend beyond the narrow limits of their usual circumstances. Personal networking will become the foundation for building avenues out of poverty and isolation.
- The new definition of literacy will be the ability to establish a goal and to have the knowledge and connections to pursue it with reasonable expectation for success (p.646-647).

Adult educators constitute a major segment of that network of "connections" to which Mocker and Spear refer. If we talk to each other, establish lasting connections, become knowledgeable about the programs and resources each of us generates, and actively support our colleagues' efforts to provide the prerequisites to our program or to develop the next-step response, then, and only then, we will accomplish our collective purpose: to help our clients move on.

—Meredyth A. Leahy

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PLANNING & ADMINISTRATION

Planning and administration: an introduction

Two of the most important and basic elements in establishing and executing an adult education program are solid program planning and administration of that plan. This section discusses how to use a variety of funding sources to lay the financial foundation for your program, how to establish a student base and increase public awareness, and finally how to ensure future funding by efficient and thorough record keeping and data reporting. These three elements—funding, outreach and retention, and reporting—are the A-B-C's of program planning and administration.

The first area of discussion covers information to help establish an understanding of how to access both private and public funding sources. A mixture of sources is essential to ensure the continuation of funding should one source run out. A database or file of potential grantors and current guidelines can be created by reading this section and contacting agencies listed and foundations within your geographic area.

Once money is obtained and student goals set according to proposals, student recruitment and public outreach plans should be set into motion immediately. Student retention, one of the biggest problems in adult basic education, is an issue which needs to be thoroughly covered in program planning and carried out with consistency. Providing services for the adult learner under "one roof" is viewed as a plus for both recruitment and retention of students. The concept of "one roof" means to provide literacy services, vocational programs, career counseling, and job-placement services at one location. This type of follow-through helps to motivate the student as well as provide a sense of security. Other methods of recruitment and retention, as well as suggestions on launching public awareness campaigns, are covered in this section.

The final step in successful program administration is efficient and timely reporting. Both public and private funds are becoming more scarce and competition for these funds more fierce. Accurate record keeping and adherence to reporting guidelines makes applying for additional funds easier. This section clearly details government reporting requirements and can be made part of your own program manual along with any specific reporting requirements for private funding obtained.

—*Mary Ann Eisenreich*

Funding from a variety of sources

Your program needs funding to operate, and the key to winning the funding battle is variety. The more sources of support you have, usually the more successful your programs or projects will be over an extended period of time. More funding sources may not necessarily mean more money, but simply a broader base of support that will endure if any single funding source fails. Relying on one or two typical funding sources, such as Section 322 or Act 143, for total program support may put you in a vulnerable position. As Pennsylvania's population declines and that of other states increases, the available dollars for adult education federal funding through the Pennsylvania Department of Education may decrease—and state funding along with it. When you lose all or some of this support, you will, in essence, have lost your entire program. Therefore, you need to seek other available resources, both public and private.

The first step in securing a variety of funding is to define clearly what your organization does and who it is serving. Your target population, your goals, and your success at meeting those goals will be the factors that interest funding agencies in supporting your program. If you are operating in an area where the number of potential students is limited, try not to duplicate services already provided by other agencies. Funding sources are usually aware of duplication. Most funding agencies tend to encourage partnerships or coalitions, rather than support separate organizations performing essentially the same task.

After you have defined your mission, seek other agencies that have a mutual interest in educating those students similar to yours, in hopes of supplementing your funding through those agencies. For example, if your program serves older learners, then your local or county Area Agency on Aging office would be a good place to start. Do you serve students in public housing developments? If so, go to your city or county public housing authority. Not only are public housing authorities interested in working with adult literacy providers, but are encouraged,

through the Family Self-Sufficiency and Gateway projects, to provide their housing residents with assistance in meeting their adult education and vocational training needs. Civic organizations, sororal and fraternal associations, and many foundations have missions to serve adult learners. There may be mutual goals between your program and these various organizations.

Workplace literacy has taken on a life of its own in the field of adult education. Companies, large and small, have a genuine interest in a better educated, better trained workforce. Funding opportunities may exist with these companies. Consider applying for a National Workplace Literacy Program grant. These federally funded grants ask that businesses form partnerships with literacy providers to meet specific work-related basic education training needs.

If your program is fortunate enough to have a variety of funding sources, you will have to be careful in the administration of the various funds. Most grantors do not permit the commingling of monies. You many have to set up different bank accounts, books and ledgers, and program data files for each project. The important thing to remember is that your funding sources need to see clearly, through an audit trail, that the funds allocated were used in accordance with your contracts. For smaller agencies this may be more labor intensive, but it will ensure your program's credibility and accountability.

When operating programs from various funding sources, it is sometimes best to make each project as self-contained as it can be. Try to include all necessary components (training, counseling, support services, etc.) in each project so that, if necessary, each project can operate separately from the others.

Finally, don't forget the value of in-kind contributions. Donated time, resources, and expertise are important in showing your level and ability to provide matching program support. Keep a ready list of the in-kind contributions your agency needs, and be prepared to show it to potential contributors.

Listed below are several agencies and organizations that have worked with adult education providers to deliver educational services to their clients. Opportunities may exist in your area to form partnerships or provide direct services for these agencies.

Agency type:	Clientele/services supported:
Area Agencies on Aging	Older learners in senior citizen centers and housing developments
Corporations	Workplace literacy programs
Farmworkers Opportunities	ESL and ABE services to migrant workers
Foundations	Equipment needs or fee-for-service classes
Private Industry Councils	Academic and prevocational training classes
Office of Employment Security	Prevocational assessment and job readiness skills
Office of Vocational Rehab.	Life skills services for special needs populations
Refugee Services	ESL services
Dept. of Community Affairs	Pre-GED readiness classes for Single Point of Contact (SPOC) clients
Local School Districts	Dropout prevention programs
Even Start/Head Start	Family literacy programs

—*Jeffrey Woodyard*

Application procedures for PDE-administered funds

Procedures for procuring state and federal funds administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, vary somewhat. Here are the basic facts; for more information contact the Bureau office.

Applying for ABE/GED and Section 353 funds

Federal adult education funds are made available annually to the Pennsylvania Department of Education through the U.S. Department of Education (under the Adult Education Act) to fund ABE and GED programs throughout the state. By early spring, the availability of funds and dates of the administrative workshops are announced via a Bureau Director's Memorandum and in the *Pennsylvania Bulletin*. The announcement identifies both eligible and ineligible applicants, the application procedures, and the deadline dates.

Regional advisors from the Bureau of Adult Basic and Literary Education Programs review the proposals for their areas and make recommendations for approval or disapproval. The published ABE guidelines and instructions are available to assist eligible applicants. Each proposal must conform to the guidelines. The Pennsylvania Department of Education encourages and endorses the concept of family literacy and the development of workplace literacy programs to meet the needs of adults in the state.

A minimum of 15% of the annual federal allotment of adult education funds must be used for special experimental demonstration and/or teacher-training projects, called Section 353 projects. At least two-thirds of the 15% must be spent for teacher training projects. Priorities for these projects are based on a yearly needs assessment. Grant applicants are encouraged to address statewide needs or local assessed needs to improve individual programs.

Eligible applicants for Section 353 funds follow the same rules as for Section 322 funds. This is a competitive grant process with established priorities for the projects. The deadline for pre-applications is usually in mid-February, after which a 353 Task Force reviews submissions. The agencies with the highest-ranking pre-applications are asked for full grant proposals that are due in late March or early April. The Task Force convenes again to review the proposals to make final recommendations for funding. Projects that rank highest and are within budgetary limitations are granted contracts.

Applying for literacy funds (Act 143 of 1986)

Pennsylvania Adult Literacy Education Act funds are used to enable out-of-school youth, 17 years of age and older who are not enrolled in a regular basic education program, and adults who lack basic language proficiency an opportunity to improve their basic skills.

Eligible applicants include literacy councils, libraries, local education agencies, community colleges, and public and non-

profit agencies, organizations, and institutions. The applicants are encouraged to develop and identify family literacy initiatives and workplace literacy programs. Adult basic education programs that are currently receiving Section 372 funds can apply for a grant for program expansion but cannot commingle state and federal funds.

The announcement of the availability of funding under Act 143 of 1986 follows the same procedures as for Section 322 and 353 of the federal Adult Education Act.

General application procedures

In reviewing the ABE, GED, and state literacy proposals, the Pennsylvania Department of Education reserves the right to establish a team of readers that represent state and local agencies which administer education of programs and services to adults.

Potential applicants are urged to attend the Administrative Workshops that are held in late February or early March in designated areas of the state. The application packets and *Guidelines* are disseminated and reviewed at the workshops for both the Federal Adult Education Act, Section 322, and the State Adult Literary Program, Act 143 of 1986.

Potential sponsors interested in applying for funds under the Adult Education Act and the State Adult Literary, Act 143 of 1986, may write or call the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333, (717)787-5532, requesting the locations and dates for the Administrators' workshops and other pertinent information.❧

--*Helen Hall*

How to write a fundable grant proposal

Somewhere at 333 Market Street, in the Department of Ed offices, a group of weary grant readers returns from lunch.

It's the middle of another long day. It's after a big lunch. The hands reach out for the stack of unread grants on the table in front of each reader. Eyes start to droop...there are 40 of these babies left and no one's getting out of here until every proposal has been evaluated.

In the haze of the afternoon sun, a proposal leaps out.

✓ The proposal leads off with a straightforward "The purpose of this proposal is..."

✓ There is a **strong, descriptive title.**

✓ The **type** is **bright** and **clear.**

✓ There are **subheadings** in boldface for each section.

✓ The **language** is **exact** and **to the point,** and a **mirror of the language** in the Request for Proposal (RFP).

✓ Every requirement of the RFP seems to be here.

The group perks up and settles into reading what they expect will be "a good one." Their pencils are poised for action.

Meanwhile back at the literacy center, the proposal's authors are pretty confident that they have produced a strong candidate for funding. As they sit around the restaurant table at their celebration luncheon, they recall the last six months of planning and organizing which produced the proposal now being considered by the grant readers.

■ ***Defining the needs of the program and the community***

In October and November, the administrator of the center held several staff meetings at which the staff was asked about the **needs of the program.** Questions arose such as: *What can we do to make our program better? Is there a portion of the community we are not serving but should be?* The administrator also gave the teachers a sheet to respond to beginning with the words: "For our center, I wish that..." She also created a **suggestion box** marked simply "ideas for the future."

In December, the administrator held another staff meeting and handed out a list of all the ideas she had collected. She asked each staff member to **rank the ideas** in order of importance and discussed the results as a group. For the highest-ranked concepts the administrator began **collecting data** about the actual need for the grant and **information** on the community it was meant to serve. She kept an **eye out for future trends** and talked to other administrators and officials about the hot topics for the year.

The administrator organized a short series of focus groups with various community members to hear the areas in which they thought the needs were most urgent. She visited an ABE day class, an ESL night class, and a Saturday GED class and asked the students what they perceived the needs to be both for themselves and for other members of their community.

■ ***Identifying and defining the grant source***

In January, the administrator started **looking at the sources** of funding and matching program needs to funding source. She also asked staff members if they wanted to participate in writing one of the grants. Before the crush of deadlines, she **met personally with each volunteer author and outlined the fundamental concepts** of grant writing. She explained each of the following points:

Getting ready

1. The pages of the RFP are your guide and your friend. Read the RFP actively; take notes in the margins, circle key points, highlight important statements.

2. Read between the lines. What is the grantor stressing? Is this a grant which requires a "boilerplate" submission or are the grantors looking for something really original and catchy?

3. Your second best friend is a copy of a successful grant under that funding source. Find someone who has done this before and ask if you may borrow a copy on which to model yours.

Developing the concept

4. The first step is often overlooked; namely, write down the real goal—what you hope to accomplish—with this grant proposal. This should answer "the need" your staff identified earlier.

5. KEY TO SUCCESS! Keeping that short statement in front of you, plan the whole grant (soup to nuts) on scratch paper as if you had already received the funding. Be absolutely detailed

Center, 4802 Fifth Avenue, Pittsburgh, PA 15213, (412) 622-1335. Commercial, public, and cable television stations provide sources of public service announcements and programming time. Interview shows provide opportunities for learners and tutors to share their goals and programs.

In summary, key activities to consider are:

- local coalition collaboration to plan public awareness and recruitment.
- involvement of County Assistance Office and other human-service and community agencies.
- a speakers' bureau to involve students, tutors, and alumni in speaking engagements within the community.
- public service announcements and interviews on radio and television.
- press releases and follow-up newspaper stories on open houses, recognition events, or special programs.
- brochures, flyers, and newsletters released continuously.

—Jo Ann Weinberger

Student retention: steps toward higher attendance

A successful student retention plan starts the very first time a potential adult learner contacts your program.

Most people judge at the *first encounter* the professionalism, the warmth, the respect for human dignity, and the willingness and ability of your agency to meet their needs. When a student calls your office, do you immediately start a "canned" description of what your agency offers, the requirements for enrollment, and the date, time, and location of the first meeting? Or do you show respect for the caller with a warm greeting and *listen* for the student's reasons for inquiring about your services? An informal evaluation can provide important background information that will make the interview more effective. Listen to find out how the student defines educational success. Find out when reading and writing skills are needed, learn about the student's interests, and *most importantly*, ask what barriers would cause the person to drop out of your program. If you realize the student is concerned about child care, transportation, scheduling conflicts, or time constraints, this information can improve communication at a later date if attendance and participation decrease.

The student needs to realize immediately that your organization takes pride in life-long learning and that camaraderie and support of staff, volunteers, and learners is an integral part of participation. Many fledgling organizations instead convey a message that "We'll share your shame." The entry process feels almost like cloak-and-daggers with privacy being overemphasized. This immediately reinforces a stigma regarding lack of skills. By establishing openness, appropriate respect for confidential information, and an informal social atmosphere among adult learners, retention efforts are reinforced by peer interaction.

Teacher and tutor training should include a process for dealing with class attendance. An understanding of the procedure for canceling a session, reporting necessary absence in a timely manner, making up missed sessions, and providing phone numbers of alternates if the tutor cannot be reached should be agreed upon and reinforced. It is much easier to get a student to return after one or two absences than after a prolonged habit of missing classes.

When absenteeism occurs, the counselor or administrator should review the following criteria with the instructor:

- Is the student making educational gains toward agreed-upon IEP (individualized education plan) goals?
- Is the student attending class regularly and meeting enough hours to feel a sense of progress in a timely manner?
- Is there an accurate and current record of student activities, materials utilized, and supplemental lessons on file?
- Have you reviewed the initial interview file to reassess the student's definition of educational success and potential barriers to continuation (such as child care or transportation concerns)?

A previously agreed upon peer contact can often reach the student and encourage a true appraisal of program effectiveness in meeting the learner's needs.

Identification of reasons for drop-out is critical to program effectiveness. Ongoing evaluation of your program's ability to meet learner needs and address deficiencies will increase educational quality. Encourage student feedback; it provides an opportunity for increased future retention and re-entry of drop-outs. If you take time to listen, learn, disseminate feedback results to appropriate staff and volunteers, then integrate the results into your action plan, retention efforts become a challenging benchmark of program quality and growth.

—Nancy Woods

Retention lingo

- **"Completers" are those adult learners who finish what they came to accomplish in a program.**
- **"Persisters" are those who drop out and reenter a program, possibly more than once.**
- **"Attriters" are those who leave the program and don't return. They're more commonly referred to as "drop-outs."**

In Pennsylvania, in 1991-92, ABLE programs reported 35% completers, 36% persisters, and 29% attriters—a virtual three-way split.

Reporting requirements

•• The chart below lists information on the forms required to be submitted by all programs receiving federal and/or state funds through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

For further information you may refer to the following reference materials: *Guidelines for 322-Regular Programs and 353 Special Projects, Pennsylvania Adult Literacy Education Grant Program, and Act 143 of 1986* or *Procedures for the Application and Distribution of Grant Funds*. Or contact your regional Advisor at the Bureau.

Form#	Description	# of copies Rec'd/Ret'd	Reporting Date(s)
322 Programs:			
PDE-3024	Adult Basic and Literacy Education Programs Application	1/4	Usually last Fri. in March
PDE-3835	Standard Contract	4/4	Usually last Fri. in March
PDE-5015	Staff Data Form	*/1 per staff * as appropriate	Copy 1 at beginning of program year or time of affiliation; no later than May 1
PDE-4028	Student Intake/Data Form	*/1 per student * as appropriate	Copy 1 at beginning of program year or upon intake; Copy 2 w/in 30 days of end of program year or termination; Copy 4 optional
PDE-3066	Program Data Form	1/1	Within 30 days of end of program
PDE-3024	Budget Revision Request	1/1	With letter, by April 1
PDE-2030	Reconciliation of cash on hand (if funded for $5,000 or more)	4/1 per quarter	10th of Oct., Jan., April, July
PDE-4022	Attendance Record	1/1 per month	10th of month following reporting period
PDE-2011C	Summary of Final	1/3	Within 60 days of end of program
PDE-2-33C	Final Expenditure	1/1	Within 60 days of end of program
Act 143 Programs:			
PDE-3024	Adult Basic and Literacy	1/4	Usually last Fri. in April
PDE-3834	Standard Contract	4/4	Usually last Fri. in April
PDE-5015-AL	Staff Data Form	*/1 per staff * as appropriate	Copy 1 at beginning of program year or time of affiliation; no later than May 1
PDE-4028AL	Student Intake/Data Form	*/1 per student * as appropriate	Copy 1 at beginning of program year or upon intake; Copy 2 w/in 30 days of end of program year or termination; Copy 4 optional
——	Data Summary for Tutor Training	1/1 per training course	Within 30 days of completion of tutor training
PDE-3066-AL	Program Data Form	1/1	Within 30 days of end of program
PDE-3024	Budget Revision Request	1/1	With letter, by April 1
PDE-4022	Attendance Record	1/1 per month	10th of month following reporting period
PDE-2011C	Summary of Final	1/3	Within 60 days of end of program
PDE-2-33C	Final Expenditure	1/1	Within 60 days of end of program

353 Projects:

Are responsible for **PDE-2030**, **PDE-2011C**, and **PDE-2033C**, but programs with students must also submit **PDE-4028** (Copies 1 and 2 for enrolled students), **PDE-5015** for each staff member, and **PDE-3066** (Program Data Form).

Tips for reporting student, staff, and program data

Data on student enrollment and completion status, staff, and program services make up an important body of information which forms the nucleus of the Bureau of Adult Basic and Literacy Education's program evaluation and performance reporting effort. Accurate documentation and prompt reporting by local programs is essential for the Bureau to meet its obligation to conduct an annual review and analysis of data on the effectiveness of adult education programs, services, and activities as required by the federal Adult Education Act and the state Adult Literacy Act. Although information on reporting dates and forms is included in the reporting requirements table on the facing page, the procedures and time requirements for submission of these data are reiterated here in greater detail to enhance program administrators' knowledge of the Bureau's data reporting and analysis process:

■ **Student Enrollment and Completion Forms** (PDE 4028 and 4028-AL). *Copy 1* (enrollment form — face page) is to be submitted at the time of program enrollment. *Copy 2* (completion form — back of second page) is to be submitted when the student terminates from or completes a program level of instruction, or at the end of the program year. It is important to accurately record the *current* program contract number in the upper right corner of Copy 1.

A single Copy 1 and Copy 2 containing the same form serial number near the upper left corner of the form must be submitted for each student. This number is used as the student identification number. These two numbers (student ID/form serial number and program contract number) are used to match each individual enrollment and completion.

Photocopies of these forms cannot be accepted because the final database must be free of duplicate serial numbers. Although the front of Copy 2 is a carbon copy duplicate of Copy 1, submission of Copy 2 alone will not suffice to report both enrollment and completion data. This is because Copy 1 and Copy 2 forms are keypunched separately and are assembled into two separate data sets. Only after both data sets are completely edited and assembled can case-by-case computer matching of student records occur.

Enrollment forms are not to be completed by students without close supervision and review by the instructor. Instructors or qualified professional personnel should complete Copy 2. All impact data, including the number of grade levels advanced and standardized test scores, should be properly documented and recorded. Copy 3 is to be retained by programs, and Copy 4 may be submitted to update or correct incomplete or erroneous enrollment or completion data already submitted.

All Copies 1, 2, and 4 must be received by the Bureau no later than July 31, one month after the end of the program.

■ **Staff Data Forms** (PDE 5015 and 5015-AL). Copy 1 is to be submitted at the beginning of the program year, or as new staff affiliate with the program.

Staff forms are to be returned to the Bureau no later than May 1, so that they can be keypunched and assembled into a database prior to Bureau's processing of the large number of student forms which arrive at the end of the program year. Since most staff in-service training will have occurred by this time, the May 1 deadline should not present a problem.

Staff forms are to be completed for volunteers as well as for all paid program staff. The form serial number and *current* program contract number are used to uniquely identify each staff member, and photocopies cannot be accepted.

■ **Program Data Forms** (PDE 3066 and 3066-AL) are to be received by the Bureau no later than July 15. Setting the deadline for these forms two weeks before the end of the program year enables Bureau staff to have this comparatively smaller number of records keypunched and assembled in a database prior to the year-end influx of student data forms. A single form must be submitted for each funded program.

■ **Tutor Training Data Summary Forms.** One form is to be completed for each volunteer tutor training session held by providers funded under the state Adult Literacy Act (Act 143). Photocopies may be used to produce additional blank copies. Forms are due within 30 days of the completion of each tutor training session.

The Bureau's rigorous annual reporting cycle allows for little or no slippage in meeting these established deadlines. During the four-month period between the end of the program year and the October 31 federal reporting deadline, the large number of student data forms mailed to the Bureau after the annual closeout of programs must be screened and forwarded to the keypunch contractor, who returns the keyed data on magnetic tape. Quality assurance review and editing is then performed to ensure completeness and accuracy. The final student, staff, program services, and tutor training data sets are then assembled and catalogued. Only after these steps have been accomplished can Bureau staff commence the time-consuming task of data analysis and report composition.

—*Robert Staver*

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Fiscal year evaluation reports

The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education is the conduit for local adult education program funding from two major sources: the U.S. Adult Education Act of 1966, as revised in 1988 and 1991, and the Pennsylvania Adult Literacy Act (Act 143 of 1986). In addition, the Bureau also receives other funding from the Barbara Bush Foundation for Family Literacy and the Stewart B. McKinney Homeless Assistance Act.

Continued funding is contingent upon performance, and each year the Bureau must report to the U.S. Department of Education and the Pennsylvania General Assembly on the progress which publicly funded programs have made toward meeting statutory requirements and goals set forth in the Adult Education State Plan. Reports are produced by the Bureau's Research and Evaluation Section, which is responsible for the acquisition, compilation, and analysis of student, staff, and program data submitted by funded programs in the field.

Final reporting for statewide enrollment, student progress, and program accomplishments for the previous fiscal year takes the form of three separate reports which are released in the following order:

■ **Federal Report** (issued no later than October 31 to the U.S. Department of Education): provides an assessment of the progress made in meeting State Plan goals and objectives. Provides information on the enrollment and progress status of students who obtained 12 or more contact hours or who met their personal objectives in less time. Program highlights and selected staff characteristics are also included.

■ **Adult Literacy Programs Operated Under Act 143 of 1986** (issued in late November/early December to members of the General Assembly and Act 143-funded program providers): provides a statistical and descriptive profile of enrollment and student progress in state-funded adult literacy programs. Information on tutor training programs, selected facts on service delivery populations, and information on funded adjunct services is presented.

■ **Adult Basic and Literacy Education Programs Evaluation Report** (issued in March/April time frame to members of the General Assembly and all funded program providers): an umbrella report covering all funded programs during the previous fiscal year. Provides a complete statistical and descriptive profile of student enrollment and progress, demographic characteristics, reasons for participation, and program impacts. Provides complete descriptive profile of staff, including demographic breakdown, distribution by level of instruction, position, and pay status. Descriptive data on support services, testing and assessment, materials, and curricula are also presented. Three-year data histories are included for most student and staff information, and a breakdown by county of service delivery to the population in need is included. Anecdotal information on program innovations, highlights, and successful methods is also presented.

—Robert Staver

"Be flexible, prompt with paperwork, and smile."

—Mary Kay Peterson
Director of Adult Education
Elwyn Adult Education Department, Elwyn

Indicators of program quality

Indicators of program quality are definable characteristics of programs by which performance is measured. They are used to determine the structure and processes of programs and as a gauge to measure whether programs are successfully recruiting, retaining, and improving the literacy skills of the individuals they serve.

Indicators focus on the broad categories of which programs are composed. ***Measures*** are the objectives and plan of action developed by programs. The ***standards*** account for the actual performance of the plan of action.

The indicators of program quality represent the common elements, factors, components, activities, and measures that the Pennsylvania Department of Education, based on consultation with the field, views as essential to ensure high-quality services in adult basic and literacy education programs. The indicators' primary purpose is to provide a comprehensive model for judging the success of programs. The framework recognizes that programs can improve the likelihood of learner achievement by paying careful attention to the structures and processes in place within organizations, and by analyzing each process and structure according to the following:

■ How the program takes into account the characteristics, needs, and interests of adults it is intended to serve.

- Whether it facilitates or impedes recruitment.
- Whether it contributes to or impedes the learning process.
- Whether it helps overcome or erects barriers to progress.

The Indicators

The "quality indicators" operate from three important assumptions, that programs ought to be:

1. Diagnostic, allowing program staff to take a "snapshot" of their program at one point in time, evaluate the effectiveness of their work in that snapshot, and plan for program improvement as a result of their evaluation.

2. Non-prescriptive, focusing on the processes and structures that the agency has in place, or can put into place, so that it has a way to address issues and document those processes and structures for future use..

3. Systematic, illuminating the relationship between what we do and the results we get, as well as the ways that all parts of

the system work together to produce quality outcomes.

Measurement

Measurement focuses on these defined processes and structures as well as on outcomes, describing the program's objectives and plan of action. The measures listed under each indicator are used to develop the process for program evaluation and accountability. They include the activities to be engaged in and the description of instruments to be used to perform the activities (e.g., standardized and alternative testing, individualized education plans, recruitment plan). The process of evaluation and accountability 1) determines and measures program outputs, 2) assesses program inputs, and 3) uses evaluation findings and feedback for program evaluation and accounting to the learners and their leaders, the adult education organization, and the funding sources.

Accountability is the responsibility to account for the commitment of resources in terms of program results or outcomes. This involves both the stewardship of resources and the evaluation of achievement in relation to specified objectives (Boone, 1987). According to Pugsley (1989) at the U.S. Department of Education, accountability may be assessed from a number of perspectives. One is administrative accountability, which focuses on compliance with laws, regulations, and other operational requirements. Another is fiscal accountability, which considers whether programs are fulfilling monetary obligations and using available funds in the most beneficial way. A third perspective is performance accountability, which considers the services, benefits, and outcomes derived by clients. PDE is considering all perspectives when evaluating programs.

Implementation of the indicators will take place through four ways:

1. Examination of required reports on file with PDE (e.g., student data intake forms, teacher data forms, attendance forms, end-of-year close-out forms).

2. On-site examination of local programs (e.g., a regional adviser's evaluation report).

3. Statewide research or sampling (e.g., follow-up data on students entering other educational programs, finding employment, or getting promotions).

4. Budget and narrative in application proposal. (The narrative should reflect the appropriate measures under the indicators for the individual programs, and the budget should be the fiscal gauge for the number of students whose needs are to be met.)

The indicators will serve as the evaluation of each program's performance. This "report card" will be based on the specific measures written in the proposal narrative. This document suggests several basic principles that should be found in each educational program, regardless of the population served:

1. Basic skills should be mastered by all students and placed within the appropriate context for functional usage.

2. Course content should be directly related to the learner, labor market, and community needs.

3. Partnership efforts should be expanded and strengthened.

4. Programs must have a system that ensures accountability.

Specific indicators focus on student educational gains, program planning, instructional and curriculum materials, support services, student recruitment, student retention, staff development, volunteerism, and sensitivity and multiculturalism. The measures described under each indicator will be used as a guide to write the proposal narrative. For example, the measures listed under Indicator 3 will guide the writing of the sections dealing with the Agency's Description and Prior Performance and Analysis of Needs. The measures under Indicators 5, 6, and 7 will guide the writing of the Design and Plan of Action. Measures should address only the particular areas of concern for each program. For example, measures describing activities for ABE are not applicable for programs that serve only GED students, and vice versa. Programs that do not use volunteers in their programs will not use Indicator 9, which describes activities associated with volunteers.

Implementation of the indicators of program quality begins July 1993. However, during the 1993-94 fiscal year, PDE will provide the mandated training and ongoing technical assistance for administrators and others involved in the implementation process. During fiscal year 1994-95, the indicators of program quality will have an impact on funding.

For more information call Dr. Margaret Shaw at the Bureau of Adult Basic and Literacy Education or AdvancE.

Indicators, measures, and standards

Indicator 1: Learners demonstrate progress toward attainment of basic skills and competencies that support their educational goals.

Indicator 2: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Indicator 3: The program has a planning process that is ongoing and participatory, guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to its fullest extent.

Indicator 3a: Annual and fiscal reports are submitted on time and reflect progress.

Indicator 4: Programs have curriculum and instruction geared to student learning styles, to the levels of student needs, and to student goals.

Indicator 5: Programs provide coordinated support services to students.

Indicator 6: Programs successfully recruit the populations in the community.

Indicator 7: Students remain in the program long enough to meet educational goals.

Indicator 8: Staff development component is operational and ongoing.

Indicator 9: Administrators closely monitor the activities of volunteers who work in their programs.

Indicator 10: Adult educators have the ability to relate to educationally disadvantaged learners as co-learners or partners in learning.

—*Margaret Shaw*

Using the computer to ease administrative functions

One thing that both small and larger adult education programs have in common is the limited number of dollars available for administrative costs. It never seems to be enough. Recordkeeping, data reporting, bookkeeping, managing payroll and time records, and other basic managing tasks that need to be done are time-consuming, and often painstakingly done by hand. These are the very kinds of tasks that lend themselves easily to computerization.

Program administrators who have already learned how to manage their limited administrative time more efficiently by automating certain tasks will tell you they don't know how they ever got by without a computer. Program administrators who have yet to be convinced that it is indeed possible to gain any benefits from computerization, please read on. I too was once a nonbeliever.

In talking with administrators who don't use computers, I have found that there are a few common misconceptions about the technology: what it costs, how difficult it is to learn how to use it, and what it can do for an organization.

■ **Myth 1: "Buying a computer costs too much money. We can barely afford to buy necessities such as textbooks and supplies, let alone a luxury item such as a computer."** Reality: Computers are relatively inexpensive. To do such basic administrative tasks as maintaining attendance records, typing/word processing, managing student intake and testing information, bookkeeping/budget management, and completing PDE reporting requirements, a low memory, minimum hard-disk storage computer unit will do. Nothing fancy. The price: $800-$1,000.

Programs that cannot afford the initial cost of a computer should talk to their program advisor and find out how computers can be leased with PDE program funds. Leasing over a period of time is an inexpensive way to have immediate use of a computer while spreading the cost over a period of time. Most lease/rental agreements can be designed in such a way that allows the organization to buy the computer for a nominal amount at the end of the lease term. While PDE program funds can be used to lease the equipment, program operators will have to provide their own funds for any buy-out options they have arranged.

■ **Myth 2: "Even if I had a computer, I don't have the time to learn or anyone to teach me."** Reality: Most computer programs today contain so much self-help information and mini-tutorials and are so "user friendly" that even a novice would have a hard time not learning. What beginners need to keep in mind is that you are not trying to learn about how the computer works, you simply want to learn how to use the computer as a tool for helping you do some of the tasks that lend themselves easily to computerization. Each Regional Staff Development Center in Pennsylvania provides specific training to help you feel at ease around a computer. The time it takes to fill out your PDE closing forms or monthly attendance reports is about the same time it would take you to learn your way around a computer.

It does require a little time and effort to learn how having a computer can help you better manage your time, but it will be time and effort well spent. Speaking from a program administrator's viewpoint, the following list is representative of the kinds of tasks that I have been able to do more quickly and efficiently by computer.

■ **Student attendance reports.** Keeping track of students' attendance hours and maintaining a student roster is made easy with a database management program. A good database management program will keep track of your attendance as well as a mailing list, inventory items, and quarterly and yearly payroll records.

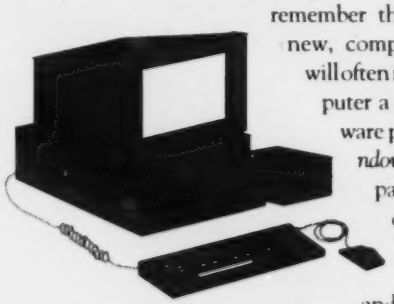
■ **Word processing.** Sending follow-up letters to students, producing daily correspondence, and maintaining form letters all can be made easier with a simple word-processing program. This does not need to be expensive, it only has to do what you want it to do.

■ **Bookkeeping and budgeting.** Keeping individual sets of program books is effortless with a basic bookkeeping program. Bookkeepers like the ease of data entry and reporting, while auditors like the clear trail that electronic bookkeeping provides. A spreadsheet program can help you develop and monitor your program budget. Doing budget revisions or amendments takes no time at all.

■ **Desktop publishing.** DTP is not a necessity, but once you learn it you can produce your own brochures, intake applications, newsletters, invitations, diplomas, certificates of achievement, and many other documents you would normally send out to have done.

■ **PDE quarterly and closing reports.** Imagine not having to sit at a typewriter to fill out the PDE forms. Not only will you save time, but you will have ready access to your information and an easy method for correcting errors. A form-filler program can not only fill in the information but print the form as well. The Comptroller's Office does accept computerized versions of the closing forms and will send you representative samples of acceptable computerized formats on request.

If you're worried about the price of these programs, just remember that when purchased new, computer manufacturers will often include with the computer a comprehensive software package like *PFS:Window Works*. Often the package of programs includes word processing, spreadsheet, database, graphics, and label-making software. The programs are well documented with tutorials and online help.



There are many more uses that you will find for a computer to help you ease your administrative burdens. Once you get started using the computer, you too will wonder how you ever did without one.❧

—Jeffrey Woodyard

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DELIVERY SYSTEMS

How adult education services are delivered in Pennsylvania

Delivery system is an ambiguous term, often used by educators to describe many different facets of an educational process. It is an all-purpose word encompassing many concepts and ideas. Webster's Ninth New Collegiate Dictionary lists several definitions of the verb *deliver* that are relevant to a discussion of adult literacy: "to set free; to take and hand over or leave for another; to assist in giving birth; to send to an intended target or destination; and to bring to the support of a cause." Although *deliver* in this instance means "to convey," each of these definitions pertains to literacy education: learning new skills sets learners free; as adults learn, they in turn hand over these skills to the next generation; newly acquired skills and knowledge bring new job opportunities and help learners reach individual goals for better futures; and each learner reaching a goal contributes to a more literate society.

Webster's defines *system* as "an interdependent group of items forming a unified whole." In adult literacy, the *whole* is the act of providing literacy instruction. In this case, the *interdependent group of items* includes: provider agency type, educational setting, and instructional methods and techniques. Hence, the delivery system can be a literacy council providing GED classroom instruction with tutor support in four satellite sites, three evenings a week. In addition to literacy councils, agency types include community- and institution-based organizations, school districts and intermediate units, community colleges, libraries, and vocational-technical schools, to name only a few. The settings for instruction vary as well, from private homes and businesses to state hospitals and county prisons. The format of literacy instruction includes the use of nontraditional educational delivery methods, for example distance education, as well as traditional classroom and tutoring techniques.

The optimal adult literacy delivery system is learner-centered. Adults learn more easily and quickly when instruction is relevant and meaningful, and when new skills and knowledge can be applied immediately to reach individual goals. Adults are a heterogeneous group of learners: each has a different educational and experiential background; each has an individual learning style; and each has specific educational needs and goals. Learner-centered delivery systems must be designed to accommodate learners' needs and goals while providing appropriate literacy instruction.

Delivery systems do not operate within a vacuum. External conditions are often factors, sometimes barriers, in the delivery of services. For example, Pennsylvania has a large rural population that is not easily reached by traditional educational delivery methods. Rural literacy providers must serve large geographic regions, relying heavily on satellite sites and volunteer tutors. Urban providers, on the other hand, often serve multicultural literacy needs requiring specialized instruction.

Specialized literacy services require flexible delivery systems, capable of serving the needs of learners within different learning environments. In recent years, a variety of workplace literacy programs and family literacy programs have emerged. Workplace literacy programs are often job-specific and conducted on-site, presenting literacy providers with new instructional challenges that affect the delivery of services. Family literacy programs are sometimes home-based, again requiring flexibility in the delivery of literacy instruction. In other cases, center-based family literacy programs coordinate adult literacy instruction with child care and preschool services.

The number of paid, full-time staff available to coordinate and provide instruction, often limited by funding, is also a factor in the design of delivery systems. In addition, funding constraints often restrict the purchase of computers or equipment needed to serve learners' educational needs. Given the diversity of factors contributing to the delivery of learner-centered instruction, each adult literacy delivery system maximizes the use of local resources to best serve community literacy needs.

—*Sheila M. Sherow*

"The quality delivery of program services should reach as many students as possible. This means making sure funds for staff and supplies, with all responsibilities, are in place."

—Mary Kay Peterson
Director of Adult Education
Elwyn Adult Education Department, Elwyn

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Managing a multiple-site program

Many adult education programs operate at several satellite sites under one administrative umbrella. The successful manager of a multiple-site program must be a logistics tactician, demographic expert, negotiator, personnel manager, building inspector, utilities evaluator, salesperson, and lease writer. Innovation, flexibility, and attention to detail are essential if one is to be effective in creating and supervising adult education classes at several locations within a defined area.

A large, concentrated population may warrant having a center which would offer ABE, GED, ESL, counseling, and other services in a single location. More rural areas will probably be better served by offering single classes at a variety of locations. Creating a center with satellite classes has, for many programs, proven to be a successful combination. Further, the advent of workplace literacy has introduced yet another variable into the planning of adult education administrators.

Funding limitations necessitate careful targeting of populations to be served. In other words, the administrator must always find ways to serve the most people at the least cost. To accomplish this goal in a multiple-site program, the following planning checklist may be helpful:

✓ Determine the size of the target population. Will there be enough interested people to start and maintain a class, several classes, or perhaps a center?

✓ Examine the distance between class locations. Does the geographic spacing make sense?

✓ Determine whether the target population is willing and/or able to attend class at any particular site. Is public transportation available? Is the area safe? Is the building accessible to the handicapped? Should day and/or evening classes be offered?

✓ Evaluate physical characteristics of the building. Are rest rooms adequate? Is interior and exterior lighting acceptable? Can students park reasonably close to the site? Are classrooms the proper size? Are they well-lit and conducive to study? Can student traffic flow be predicted and controlled within the building?

✓ Attend to other details. Will you have access to tables, chairs, chalkboards, storage space? Will you need a telephone? Are there any zoning problems? Is air conditioning possible? Is space available on the first floor?

Not every site is ideal, but every effort should be made to provide students with optimum conditions for study. Many programs have had success in using churches and community centers for day and evening classes. Public schools are often willing to provide space for evening classes. Reasons for exploring such relatively well-known sites include:

- high visibility.
- familiar locations.
- appropriate room and hall layout (especially schools).
- willingness to provide space.
- source of local "in-kind" contribution.
- often rent/utility-free.

The most from a lease

A major factor in obtaining space may be the negotiation of a lease agreement. If so, consider these points:

- Work at developing a rapport with the landlord.
- Appeal to the landlord's civic spirit.
- Explain adult education funding limitations.
- Mention that your program's publicity will enhance the good will and cooperation of the landlord.
- Note the possibility of tax incentives.
- Include an escape clause, since funding is not guaranteed.
- Lease for one year with a renewal option. Perhaps the need for classes at that site will diminish, or you may find a better site in the meantime.
- Determine who will pay for utilities, snow removal, maintenance, maintenance supplies, repairs, and janitorial service.
- Look into liability and other insurance matters.
- Discuss subletting and joint-leasing if appropriate.

A few other matters

There are other considerations in managing multiple sites: teacher travel distance, matching of teachers who possess specific skills to appropriate classes, providing adequate and appropriate texts and supplies to each site, using one teacher in multiple sites and the associated coordination and timing involved in that process. At times, especially in a workplace literacy program, a teacher will be needed on short notice. This and other difficulties can be minimized by maintaining a staff of instructors with flexible work hours who can be called upon to accept the challenges of varying class sites and times.

Finally, it is important to remember that change is inherent in adult education programs. One must constantly evaluate all aspects of a program and make adjustments as needed. Target population changes, fluctuations in funding, alternate classroom site availability, and other factors will have direct impact on the viability of any particular adult education program.

—John M. Corse, Jr.

Managing a community-based literacy agency

Managing a community-based literacy agency is a challenging job which requires expertise in two primary areas: adult education and nonprofit management. Since there is no specified course of training for literacy administrators, each one of us must be aware of gaps in our knowledge and find ways to acquire new skills. Simply put, managers must be adult learners too.

The adult education aspect of the job includes the following skill areas:

- public relations and recruitment
- testing and assessment

- teacher and tutor training
- counseling and motivation of students
- approaches to adult literacy training, i.e. teacher-centered, student-centered, book-centered, one-to-one, group instruction, and computer-assisted instruction
- student support services, i.e. what ancillary services are needed to keep students coming to class
- special outreach projects, such as workplace literacy, family literacy, and prison programs.

The skills of nonprofit management, which I believe are too little appreciated in the field of adult literacy, are crucial to the success of a community-based literacy agency. These skills include:

- board development and board-staff communication
- budgeting and financial management
- long-range planning and strategic planning
- personnel management, now known as human resources development
- fund-raising and proposal writing
- knowing the legal aspects of a nonprofit organization
- working with volunteers.

Where can literacy program managers learn these skills? Some of these skills are taught in graduate schools of public administration; others are presented in seminars offered by technical-assistance groups. For example, in the Pittsburgh area the Community College of Allegheny County offers a series of short courses entitled Building Better Boards. These courses, which are intended for board members and administrators of nonprofit groups, cover the entire range of nonprofit management.

An entire handbook could be written on each of the topics listed above. However, this article will focus on two topics: long-range planning and board development.

Long-range planning

Did you know that many foundations will make grants only to organizations which have completed a long-range plan? The written plan assures the foundation officials that your organization is here to stay and that you have a clear direction for the next three to five years.

Few literacy agencies have made planning a priority. We are so focused on the day-to-day operation of our programs and the rapid change going on in our field that we have not looked very far ahead. This type of thinking is dangerous in the nonprofit sector just as it would be in business and industry. If we convince the local community that our programs have a clear vision of where we are headed, then it will be much easier to draw support and volunteers to the programs.

A nonprofit manager who is trying to learn about long-range planning has many resources to consult. One good resource is the *Strategic Planning Workbook for Nonprofit Organizations*, ($25 + $1 shipping, Management Support Services, Amherst H. Wilder Foundation, 919 Lafond Avenue, St. Paul, MN 55104).

Board development

Board development and board staff communication must be a leading concern of literacy managers. This is a difficult fact for many of us to accept. Since most managers are former teachers, we would rather spend our time on the teaching or programmatic aspects of literacy. However, anyone who is the chief executive of a literacy program serves as the staff to a board of directors or advisory board. The importance of this management function cannot be overemphasized.

In a large number of literacy agencies the director spends a significant portion of his or her time staffing the various board committees and keeping board members informed enough to make sound policy decisions. This is exactly as it should be. Managers who are not prepared for this aspect of the job or who find it unrewarding will not have as much success as others who enjoy the board-staff interaction.

Literacy managers who wish to learn more about board development also have many resources available to them. One good resource is *The Board Member's Book: Making a Difference in Voluntary Organizations* by Brian O'Connell ($16.95, The Foundation Center, 79 Fifth Avenue, New York, NY 10003).

The main point is that literacy program managers have to balance two roles that they play. On the one hand, they are adult educators, with all the authority over teaching and learning. On the other hand, they are administrators of nonprofit organizations, with all the managerial functions that that implies. Our challenge is to become true professionals in both of these areas. To do so, we must practice what we preach—that is, adult learning.

—Donald G. Block

Distance education: new options for literacy instruction and staff development

Distance education is the delivery of instruction or educational information through some form of media. Its purpose is to circumvent the separation of teacher and learner by distance and, often, time. Distance education delivers educational opportunities to those who cannot participate in programs scheduled at designated times and locations, reaches learners widely dispersed over large geographic regions, and disseminates educational information to one or more audiences at a distance. Distance education includes the delivery of a wide range of educational experiences designed to serve an equally wide range of purposes, from informational videos to televised courses.

Learners and instructors vary in distance education. For example, learners can be ABE, GED, or ESL teachers taking part in staff development seminars, as well as ABE, GED, and ESL learners. Learners can also be program administrators receiving information pertaining to state educational policy and funding issues. Instructors, therefore, include teachers of adult literacy, program administrators, and policy makers. In some cases the roles of learners and instructors may not be clearly defined;

"A diverse array of publicly and privately funded organizations provide adult literacy education. Although such diversity provides adults needing literacy training with a wide range of available services, it also makes it difficult to describe the system of adult literacy education in a coherent fashion."

—Susan Imel, in *Trends and Issues Alert* on Adult Literacy, ERIC Clearinghouse, 1991

distance education often facilitates discussion, problem-solving, and brainstorming among groups located at a distance from each other.

To deliver instruction, the degree of interaction required to successfully convey content material is important in the choice of media; learning styles and needs, as well as content, become key considerations. If learners are self-directed and highly motivated, less learner-instructor interaction is required than in situations where learners lack the skills necessary to work autonomously. Similarly, if the instruction to be delivered requires continuous feedback, effective delivery depends upon immediate learner-instructor interaction.

When delivering instruction, it is important to choose the best medium. Communication can occur through print, audio, video, computer, or a combination of media; the interactive capabilities of media vary. Print materials, most often correspondence study, allow learner and instructor to communicate through mail. The obvious disadvantage is the lack of immediate feedback. Video- and audiocassette tapes can supplement print materials and enhance instruction but lack the interactive capabilities to facilitate communication between learner and instructor. Televised delivery can reach large audiences with a standardized curriculum but, when used as the sole means of instruction, is limited to one-way communication. However, when televised courses are supported locally with tutors, for example, the learning potential is maximized.

Teleconferencing and interactive video are the newest media currently used in distance education. Teleconferencing allows individuals to communicate in a variety of ways: live, two-way video and audio; live, one-way video and two-way audio; live, two-way audio; and delayed computer networking. Each form of teleconferencing varies in terms of expense and feasibility. Audiographics can enhance the educational capabilities of teleconferencing with telewriting, slow-scan (freeze-frame) television, and facsimile. Interactive video or teleteaching often includes live and taped video lessons. Live video lessons provide learners with the opportunity for immediate feedback through interaction with the instructor and peers at a distance. Videotaped lessons, on the other hand, permit learners to view and replay lessons at their convenience.

While in the past video laser discs were too expensive for most literacy providers to consider as an educational tool, the costs of producing laser discs have decreased and they are now emerging as an exciting opportunity to offer simulated learning experiences. Laser discs have video and audio capabilities with computer control. Each disc has 44,000 frames or visuals that can be accessed randomly, almost immediately, or viewed as a 30-minute sequence.

Realizing the potential and limitations of each form of media, distance education technology can be used effectively to serve many educational needs. Outreach to remote adult literacy learners can be expanded and instructional opportunities increased and improved; staff development opportunities can be offered more frequently and networking among programs increased; and regional, state, and national information can be disseminated more quickly with opportunities for discussion.

Literacy providers can take advantage of the benefits of distance education as developers of their own programs or as participants of commercial or public programs. Many print, audio, and video educational courses or programs are available to purchase, rent, or borrow. Likewise, an increasing number of teleconferences are available for the purpose of disseminating information to all interested audiences. The challenge for literacy providers is to learn what is available and how to access the educational opportunities made possible through distance education.

—Sheila M. Sherow

Setting up an education program in a homeless shelter

Planning and supervising an education class in a homeless shelter can be an administrative challenge because it differs from other types of classes. Although educational programs are generally desired in the shelter, they may seem a luxury to an overworked staff handling many daily crises. Be considerate of the demands a class makes on staff time and shelter space.

- To begin the planning process, arrange to visit a homeless shelter and meet with the staff and administrators. Developing a good working relationship with shelter staff is crucial, for they refer students to class and provide the support necessary for them to continue. Include shelter staff in planning the days, times, and location of the class to ensure accessibility to the greatest number of students.
- In these initial meetings with shelter staff, ask questions to determine whether the shelter is appropriate for an educational program. Inquire about the length of stay in the shelter. The stability of at least a six-month stay allows students enough time to see progress in their work.
- Tour the shelter with the staff and locate a quiet, private space with a chalkboard or flipchart. This can be a challenge in a busy, crowded shelter where living space, no less educational space, is at a premium. Cooperate with shelter staff to find an appropriate space—a dining room, rec room, unused office, or nearby church or school.
- Ask staff members about rules and regulations in the shelter and communicate these to your teacher. For instance, some shelters do not allow residents to eat, drink, or smoke in

workshops. Ensure that the goals and rules of the shelter are compatible with those of your program. It is helpful to clarify the separation between the administration of the class and shelter administration and make it clear that shelter staff will not be responsible for supervision of the class. Also, identify one contact person among the shelter staff who refers students to the class and is available in the event of difficulties.

■ Child care is crucial to the success of a class with women residents. If shelter residents have children and the shelter does not provide child care, provide it for class participants.

Building the program

Shelter classes tend to build slowly as residents and their caseworkers learn of and begin to trust the class. Because of the transitional nature of homelessness, shelter classes have a greater turnover than traditional adult education classes. Although students are committed to developing their educational skills, their lives are in crisis. It is often difficult for them to maintain the motivation and consistency necessary to succeed in an educational program. One way to compensate is to encourage students to remain in the class once they have found permanent housing. Or, encourage students to continue at another site.

If possible, provide materials which students can keep, because shelter residents have very few belongings with them and often lack the funds to purchase notebooks, books, pencils, and paper. Keeping their materials allows students to become independent learners and to work at their own pace.

Self-contained lessons—those which don't depend on learning from the previous lesson—allow new or returning students to follow and participate. Use readings and activities which can be completed in one class session.

Some subjects, like math, depend on previous learning and cannot be self-contained. For these subjects, students should work in groups according to ability. Groups establish continuity because students of radically different skill levels can work at their own pace and receive help and updates from their peers.

Since shelter residents often have difficulty concentrating, utilize exercises which require active participation. Lecturing or having students work individually makes it easy for those who are tired or emotionally upset to drift off. Exercises which require student participation include discussion, plays, brainstorming, and small-group activities. Don't spend more than an hour on one subject, and balance group, individual, and teacher-directed activities to maintain students' attention level.

To foster a support ambiance, develop a core group of students who help to organize, support, and recruit other students. In addition, encourage students to create an informal study group. Working together outside of class helps to create cohesion and a peer-support system and encourages students to take a more active role in their own education.

A supportive teacher is crucial, but be clear that although you care about students' well-being, you cannot be their only support person. Providing suitable referrals to social-service agencies and counselors is often the most responsible thing you can do for your student and for yourself.❧

—Carol Goertzel and Daryl Gordon

Public libraries as adult education providers

Historically, public libraries have demonstrated a long-standing commitment to the concept of lifelong learning. Here in Pennsylvania, Benjamin Franklin established the nation's first public library to encourage continued learning. An educational objective of the public library in the 1800s was "to provide adults, in particular those who had received a common elementary school education at public expense, with the means to continue their education through reading in private study." More recently, the American Library Association provided leadership for the founding of the Coalition for Literacy.

Today, Pennsylvania's public libraries have undertaken a variety of literacy activities. Libraries have defined the type and level of their involvement by the needs and resources of their individual communities:

■ The Chester County Library and the Crawford County Library system are examples of strong library-based literacy councils.

■ In Pottsville, the library director was a founding member of the local community-based literacy council. She sought out federal Library Services and Construction Act Title VI literacy funds to sustain the fledging council until it could establish a sound administrative and financial base and has since purchased basic collections of new materials for libraries in the county.

■ The Free Library of Philadelphia has identified a unique role for its Reader Development Program. Rather than duplicate the efforts of the many other providers in the city, the Free Library instead locates, evaluates, and provides consumable instructional materials in quantity to anyone teaching literacy skills to adults in the city. Over the years the program has become nationally known for its outstanding service.

In communities with established ABE/GED/ESL/Literacy programs, library involvement comes in many forms. These include providing an information and recruitment function for local programs, acquiring appropriate instructional support materials and introducing these materials to students, offering access to computers, serving on boards and coalitions, seeking out funding such as federal library literacy grants to support local activities, working with providers to cooperatively offer family literacy programs, and making library facilities available for instructional purposes. This support stems from a commitment to lifelong learning that spans several centuries. For today's ABE/GED/ESL/Literacy programs and public libraries, the first step is to communicate the mutual desire to work together.❧

—Annette M. McAlister

"Local programs (public and private funded) should coordinate efforts."

—Dr. Emma Lucas
Interim Program Director, Adult Literacy Program
Chatham College, Pittsburgh

Setting up a workplace education program

By approaching workplace education programs as "the meeting of two cultures" (*Workplace Education: Voices From the Field* U.S. Department of Education, November 1992), adult educators can initiate an effective alliance between local business and education. The concept of organizational culture is not new; however, the application of that concept to workplace education is relatively recent. Developing a successful partnership is essential for program effectiveness. The extent to which education can function within the structure provided by business, the host culture, often determines the outcome of a workplace education program. With this in mind, adult educators may want to employ the following strategies in developing functional partnerships with business:

- As the visiting culture, it is important for educators to adapt to the semantics and behavior patterns of the business world. Whereas educators may recognize the intrinsic benefits of workplace education, business needs to be able to talk about those benefits in terms of increased worker productivity. If business wants to schedule a recruitment meeting at 11:20 p.m., educators must be willing to attend. Flexibility and adaptation are essential ingredients in the development of workplace education classes.
- Adult educators should market literacy programs in the same way business would market a product line. Professional-quality handouts or videos providing information about the agency and its educational offerings go a long way toward "selling" literacy in the workplace. Testimonials from other businesses or examples of a particularly effective job-specific curriculum help adult educators establish credibility within the business culture. Human-resource personnel, managers, labor representatives, and employees all benefit from written information which they can review at their leisure and even use as ammunition when attempting to "sell" literacy projects to upper management.
- Always invite all involved parties to meetings concerning the project. An effective partnership between business and education must include human-resource management, labor, front-line supervisors, and educators. Whenever possible, try to ensure that labor and management enter into meetings on equal footing. As part of the planning process, list all of the partners' expectations and then negotiate a single list of expectations upon which all partners can agree. It is essential that all of the partners reach consensus with regard to project expectations.

Documenting the expectations of the partners is the first step in preparing a business-specific needs analysis. A full-scale needs analysis might also include a job-task analysis for a cross-section of jobs, job-related assessments, a review of employee productivity ratings, interviews with supervisors, and learner goal surveys. When designing a job-task analysis and job-related assessments, particular attention should be given not only to those skills workers need to perform their job adequately in the present, but also those skills workers will need in the future. If education is to meet the needs of business, educational skills must be transferable to the worksite; however, these goals should not be so narrowly defined as to become obsolete with each minor change in a worker's job description.

The overall scope of the project must be negotiated among the partners and should be consistent with the agreed-upon list of expectations. Adult educators must educate business with regard to realistic timelines for adult learners. It is not reasonable for business to expect adult educators to teach workers to read or speak English in 90 days. Conversely, it is not reasonable for adult educators to expect business to commit to an educational process that appears to have no definite beginning, middle, or end. The framework of the project must be chiseled out piece by piece with each of the partners contributing his/her ideas and expertise.

Setting up a workplace education class is hard work for everyone involved. Business, labor, and education often operate from different assumptions and timelines. The key to a successful workplace education program is in bridging the cultural gap that exists between business and education to create a new culture capable of ushering fully literate workers into the 21st century.

—Sandra J. Strunk

ABE/GED/Literacy in patient-education settings

Patient education programs currently are being offered in Fairview, Clarks Summit, Allentown, Wernersville, Mayview, Danville, and Harrisburg State Hospitals.

The primary objective of the programs in these settings is to upgrade the basic academic skills of the patients so they will function more suitably in the hospital and will be able to integrate more successfully into the community upon discharge.

The hospitals set up classes based on referrals from the treatment teams made up of psychiatrists, psychologists, social workers, nurses, and rehabilitation counselors. The patients attend classes on the wards, in the library, in the sheltered workshop, and in halfway houses, all in preparation for independent living in the community.

Because the education program becomes part of the patient's individual treatment plan, attendance is encouraged by ward staff. Patients sharpen their reading and math skills in classes on levels 0-4, 5-8, and 9-12. They also participate in job-seeking skills classes in order to gain competitive employment upon discharge. In addition to the classroom setting, there is also tutoring for patients who need individualized instruction.

Monthly reports are completed showing progress in the program. At the end of the academic year recognition is given to those patients who have shown improvement in their basic skills, who have passed their GED, or who have faithfully attended classes.

—Joan Y. Leopold

ABLE in State Correctional Institutions (SCIs)

In 1975, the Pennsylvania Department of Education became responsible for financing the education programs in the state correctional system. The correctional system has tripled in size since 1975. As of April 1993, there are 24 state correctional institutions on line with a capacity of over 30,000 inmates. The Department of Education, in cooperation with the Department of Corrections and the State Civil Service Commission, has over the last year sponsored job fairs for each of the new institutions. Anyone interested in teaching in a state correctional institution should contact their local Civil Service office.

For the last two years the Bureau of Correction Education has been involved in a School Renewal effort. The Bureau has developed a Mission Statement and Statewide Exit Outcomes: *To provide educational opportunities which will enable students to become responsible and productive in a diverse society.* These include the following:

- Develop, practice, and apply academic skills in order to function and perform at an appropriate level as a consumer and citizen (banking, housing, credit, commercial skills for functional literacy).
- Demonstrate and apply employability skills and good work habits (dependability, emotional control, job-seeking, career education skills).
- Develop performance knowledge, vocational competence, and occupational skills.
- Develop and demonstrate positive self-esteem (self-control, positive self-talk, self-development goals.
- Develop, practice, and apply communication, social, and interpersonal skills (writing, speaking, listening, tolerance, respect).
- Acquire and apply critical thinking and lifelong learning skills (goal setting, problem solving, decision making, prioritizing, effective use of resources).

Academic courses are offered in adult basic education, special education, ESL, and GED preparation. Computerized career education and job development programs have been developed with assistance from the State Library system, incorporating the workplace literacy project.

Skill-oriented vocational programming is available both on a full-time and part-time basis. Apprenticeship-level training is also available.

Contracted postsecondary courses taught by various colleges are offered at each institution.

Listed below are the adult institutions in Pennsylvania:

Albion	Frackville	Pittsburgh
Cambridge Springs	Graterford	Quehanna
Camp Hill	Greene County	Retreat
Chester	Greensburg	Rockview
Clearfield	Huntingdon	Somerset
Coal Township	Mahanoy	Smithfield
Cresson	Mercer	Waymart
Dallas	Muncy	Waynesburg

—Donald M. Bender

"You can find adult education almost anywhere you look. Its specific form reflects the learners' needs in each different venue."
—Tana Reiff

ABLE in county jails

The county jail is often the first place of incarceration for a person who has been arrested or an offender. Education can offer a new opportunity for hope and change to occur in an inmate's life. To provide this opportunity, educational resources and programming must be visible and supported by the prison staff.

The inmate's needs must be assessed and met with appropriate materials and methods. Use appropriate adult tests to search for the resident's strengths. The student and the instructor should be working partners to determine educational priorities. Keep records of case histories, test scores, educational programming, and competencies attained.

Success has a way of breeding more success within the institution. As the prison staff becomes more aware of the positive implications of the program, a greater sense of pride in the program will develop. For many, this may be the first opportunity that they have had for a positive learning experience.

Often the students in county jails are persons who have failed in traditional classroom approaches, and this population is much more transitory than in the State Correctional Institutions. When deciding on the appropriate mode of instruction, it is essential to choose methodologies that are student centered and realistic to obtainable goals. Individualized instruction is critical. In group settings, lessons should begin and end in one session whenever possible, so that students can complete a learning task before leaving the county jail. Provide ways to continue a learning path, either at the next facility the student will move to or in a community-based education program.

Volunteer tutors are an integral part of a student-centered learning program. To be effective, tutor training is critical. Tutors need to be aware of institutional policies and procedures such as security, and they need to have a good support system.

One way to provide a support system is to create a resource room. This room can allow both small-group and individualized instruction to take place. A dedicated community service organization may provide resources such as atlases, dictionaries, flash cards, and picture cards. Use the resources of AdvancE for testing recommendations, adult literacy program suggestions, and supplementary materials produced in 353 projects that may meet your resident population's needs.

Having established a small program, it is significantly easier to seek funding for more programs to meet the educational needs of the residents. The involvement and resources of the community, the commitment of the instructor, and the accountability of the program will create a program that is respected and recognized as one that offers hope for learning and for change.

—Manuel A. Gonzalez and Twila S. Evans

D

STAFFING & STAFF DEVELOPMENT

> **"... And the third little pig built his house of stone."**
>
> *—from "The Three Little Pigs"*

Building your house: leadership in hiring, supervising, and rewarding your instructional team

The quality of staff determines whether our adult learners learn and progress or leave our programs prematurely without achieving their hoped-for goals. Research, too, consistently tells us that the teacher is one key factor in student retention and program progress.

As program administrator, your key function must be the construction of an Instructional Team that works together effectively, buys into learner-centered goals, and has the requisite skills to guarantee student learning. But the reality we face as administrators is a field which pays its instructors poorly relative to other fields, offers poor opportunity for advancement, consists of few professionally trained adult educators, and is often used by teachers as a way-station for full-time careers in the public schools. Ours is an uphill challenge.

This challenge of constructing a quality program and its Instructional Team can be daunting but approachable through a well-defined series of steps.

■ **Step 1: Envision your dream house.**

As any good architect knows, form follows function, and the defining of your function must precede the construction of the Team.

Before looking at staff needs for the upcoming year, answer some questions. What is the central mission of your program? What is it that you do best? What tenets of adult education do you value in this program? Answering these questions early in the process will help you define the size and shape of the Instructional Team, and will drive the standards you will define for program evaluation.

Many would argue that *the* key decision for the administrator and board is to agree on performance standards for members of the Instructional Team. Developing an image of exemplary teaching and a standard of exemplary student retention and achievement provides a benchmark by which the success of each teacher, and the program as a whole, can be measured and judged.

If your family likes to cook together and to entertain informally (a function), the form your house takes should include an extra large kitchen with room for a multitude of cooks all making a mess at once. And how do you evaluate the performance of kitchen design? Hold a big spaghetti party and see if dinner ever gets served.

■ **Step 2: Draw the blueprint.**

Quality of leadership depends on your ability to take the program places where it has never been—a program blueprint.

As you look at your program's current and future structure, you will recognize job roles that will go beyond the standard job descriptions standard for literacy programs. For example, you may need to hire an ABE teacher for Act 143, but you are aware that your agency or program must also respond to an increasing number of ESL adults enrolling in all class levels.

Before you begin any part of the hiring process, write "job description" on one side of a piece of paper and "job role" on the other. In the job description column, write the strictly defined responsibilities that this individual will assume: number of hours per week, site, level, funding source, etc. On the opposite side of the page under job roles, write the role this individual will play in support of your entire program, now and in the future. In other words, this teacher will have or will develop expertise in ESL, family literacy, workforce education, etc.

■ **Step 3: Hire the contractors.**

In hiring the contractors, i.e. staff members, who will take the blueprints and actually erect the walls, most people will look for examples of competence, reliability, and experience. Yet, recent studies of businesses and nonprofit organizations have found, surprisingly, that if an employer "likes" or "bonds" with an interviewee, that candidate is likely to be hired regardless of the level of skills the candidate brings to the interview.

Buck the trend and hire smart. Begin the interview process with a thorough, realistic description of the position: number of

hours, instructional setting, salary and benefits, professional development opportunities, paperwork/record-keeping requirements, and expectations specific to your program.

To satisfy the job description, find teachers who are: 1) flexible in unusual instructional settings; 2) sensitive to the needs, goals, and feelings of adults; 3) knowledgeable about ABE/GED tests and materials; 4) aware of the learners' community and culture; 5) a motivating influence on adult learners; and 6) experienced in methods used to instruct adults.

Identify candidates who either have expertise in a job-role area or who are willing to develop in that role. Hiring an Instructional Team member may take a different form than the enumeration of qualifications; it must also include decision-making and communication ability in preparation for a job which is constantly changing and demands flexibility, and in which instructor independence is the nature of the beast.

One way to accomplish both qualification and Team-based interviewing is through the "What if...?" interview model. Present each candidate with a series of typical real-life situations which demand both a knowledge of the field and the ability to communicate and make decisions. For example, you might ask the teacher candidate: "What would you do if the whole class forgot their GED books and you had three evening hours of class ahead of you?" A good candidate might answer that the syllabus for the night would be changed to working on essay writing since this doesn't require textbook-based instruction. A weak candidate might say that he/she would just shoot the breeze for the three hours, or worse yet, would send the class home early.

In addition, since the literacy field is changing rapidly, any candidate you hire must also be willing and able to learn on the job. Simply asking the question, "What learning opportunities have you participated in the last six months?" will provide a gauge of interest in continuing growth and development.

■ **Step 4: Supervise and evaluate the work.**

Can you imagine a home builder handing the plans over to the contractor and then returning to the site six months later? Of course not. And neither should we supervise/evaluate only in May when the grant year is complete. Supervision and evaluation is a multifaceted administrative task that should be ongoing, hands-on, and from multiple perspectives.

It is essential for literacy administrators to formulate two types of supervisory plans: formative and summative. Formative supervision should begin on the day of hiring; it is daily and its purpose is to improve instruction at that moment as well as in the future. It is like looking at the color of the paint ready to be spread on the wall. If you don't like it, make a change now, not after the whole house is doused in the bright pink you thought was a pastel salmon.

Conversely, the time will come in which we will stand back from our house and evaluate the overall execution of the plans. Is our house fulfilling our goals? Is the outcome of the process a comfortable and efficient living space? This is a summative evaluation—which may also be used formatively the next time we build.

The facets of supervision should include, but not be limited to, assessment of instruction, opportunities for instructor growth and development of expertise, and holistic evaluation of program quality.

You are likely to evaluate your house's quality based not only on your own judgments and feelings, but on the judgments of others around you. Your final assessment will also be based on the market value of the house you have created—how much it would sell for at current prices? Subjective judgments, as well as quantitative measures, are likely to form your assessment of quality.

Multiple perspectives are essential in a good assessment plan. Quality can be based on five primary information sources: supervisor observation, peer observation, self-evaluation, student evaluation, and achievement of outcomes in terms of student learning and retention.

- *Supervisor observation:* There is no substitute for just being there. When observing a member of your Team watch for evidence of planning, effective communication, student motivation and participation, academic focus, record-keeping, effective teaching strategies, and the general tenor of the classroom.
- *Peer observation:* Research shows that teachers best learn new skills and techniques by modeling other teachers. Research also suggests that assessment does not need to be formal to be effective. By providing time, arranging opportunities, and providing compensation for peer visits, improvement will be fostered both in the observing teacher and in the teacher under observation.
- *Self-evaluation:* Malcolm Knowles often states that adults invest more energy in learning when given the responsibility for their own improvement. But, often it is not sufficient to just *ask* an instructor to improve—you must provide some clear standards for all instructors to meet. Resources like the *Instructive Tool* (developed by Donald Langlois and Charlotte Zales at Lehigh University) list effective teaching behaviors that all teachers should have in order for students to maximize information learned in the shortest span of time. Asking teachers to use what leading educators know about good teaching to examine their own teaching behavior holds great promise for improvement of instruction.
- *Student evaluation:* If we view students as part of the learning community, then it is essential to ask them to assess the instruction and suggest ways for the instructor to improve the class. Research shows that when we teach adult students in the way they want to learn, they stay. If an instructor uses an instructional style that contrasts with student wishes, they leave. It's that simple.
- *Learning outcomes:* Assessment of student learning and rates of retention are two places where the rubber meets the road

"The administrator should plan and direct the program, as well as support and empower the staff to do their jobs to the best of their abilities."

—Dr. Richard L. Learn
Corrections School Principal
SCI Cambridge Springs

when evaluating the individual teacher. Whether you assess teacher effectiveness through improvement on standardized tests, through portfolio assessment, through GED attainment, from attendance records, or by rates at which students achieve personal (definite) goals, you are corroborating subjective judgments with quantitative data.

Promoting development

The Instructional Team members—along with students and supervisors—create a community of learning in which lifelong education for *all* adults, not just the students, becomes a goal. Supervisory theory is based on the principle that good teachers will develop themselves if given the opportunity and if surrounded by resources from which to learn. The creation of the Pennsylvania Regional Staff Development Centers is a powerful step forward in providing multiple opportunities for staff to learn and grow professionally.❧

—Judy Rance-Roney

Recruiting and managing volunteer staff

Act 143 of 1986, the State Adult Literacy Act, stipulates that 20% of the funding must be spent on the training and support of volunteers. For this and other reasons, most adult education programs in Pennsylvania utilize volunteer tutors in some capacity.

The first question that administrators usually have about volunteers is: *How do I recruit them?* There is not one best way. Newspapers, newsletters, church bulletins, posters, brochures, and public service announcements on radio and television can all be useful in reaching interested people. Some agencies that utilize volunteers have a speakers bureau to spread the word about their programs.

Holding a public information and orientation meeting for prospective volunteers can be very effective. You can show a slide presentation or have a staff member speak. Current volunteers can be asked to share their experiences with the prospective volunteers. You can distribute job descriptions and volunteer application forms. Of course, this meeting can be successful only if you have done a thorough job of publicizing it through local media.

Rather than jumping immediately into the recruitment phase of your volunteer program, step back and consider what jobs you are recruiting for and how you will handle inquiries from potential volunteers. Also consider the training of professional staff that may be needed to make them comfortable with volunteers. Volunteers in ABE/literacy programs can succeed only if every regular staff person believes in the value of volunteers and is prepared to support them.

On the job

Volunteers are not just unpaid labor. They come to your program with certain expectations of how they will be supervised and placed. During the course of an interview or orientation, you need to find out if their expectations will mesh with your own. This is the key to enrolling a happy and productive volunteer.

Here is a "bill of rights" for volunteers which may help you respond to a volunteer's needs.

1. Clear line of supervision. Volunteers need to know to whom they should report. They find it comforting to know where they fit into your organization and who can help them when they need it.

2. Job description. Volunteers need a clear statement, preferably a written one, of what their duties are. We all want a sense of real responsibility in our jobs.

3. Lack of overlap. Volunteers need to know that their responsibilities pose no conflict with those of a paid staff member.

4. Learning opportunities. No one likes drudgery. Volunteer jobs must provide some room for growth and learning. This may be even more important for volunteers than for paid staff.

5. Staff commitment. Volunteers need to know that they have the full support of the staff. They need plenty of recognition along the way, too.

6. Appropriate placement. Volunteers deserve to be placed in jobs that match their skills and motivation.

7. Appropriate training. In ABE and literacy we are quite careful about training our volunteer tutors. But we also need to design appropriate training for positions other than tutoring.

8. Good supervision. Volunteers deserve the same type of supervision as other staff members, though not necessarily to the same degree. If you do not have the time to give this supervision, consider whether you really should have a volunteer working for you.

9. Evaluation of performance. Volunteers deserve to know whether or not their work is of good quality. Hanging on to an ineffective volunteer for sentimental reasons can do a lot of damage to your program. Similarly, failing to recognize the work of outstanding volunteers could mean losing them.

Though volunteers are not on equal status with paid staff members, they should be considered part of your staff and given their appropriate place in your organization. Thinking of the word *staff* as including both paid professionals and volunteers may be the first step toward effective volunteer management.❧

—Donald G. Block

Should teachers of adult basic education be certified?

Early in Fiscal Year 1983, the Pennsylvania Department of Education commissioned an exhaustive study called Feasibility of Requiring and Delivering Certification for Adult Basic Education. The study drew two general conclusions: 1) examination of the literature indicated no clear indication of the value of educational certification, and 2) the issues, findings, and discus-

sions reported no evidence of philosophy, purpose, or correlation with teaching performance and no body of acceptable research that would support a certification requirement.

The conclusions were consistent with the finding of Andrews (1982) and Medley (1982) in that there is a lack of a knowledge base, lack of measures for effectiveness, and too little research in teacher preparation—the foundation of the traditional credit-based certification system.

In light of the above-mentioned conclusions, the researchers for this project recommended that there must be a philosophy, a clear-cut specific purpose, a relationship between performance and competence, and further research before any decision be made to certify ABE teachers in Pennsylvania.

Historically, certification of ABE teachers is not required for the reason that adult students, unlike children, are not legally compelled to attend school. Most ABE program agencies adopt an open-entry and open-exit policy and strive to make the adult learners comfortable in receiving adult education.

The Pennsylvania Department of Education, however, strongly recommends that teachers in programs funded through the Bureau of Adult Basic and Literacy Education have certificates in elementary, secondary, or special education, or reading. The evidence would seem to suggest that no particular area of specialization is more likely than another to produce excellence in teaching adults. Special techniques, methods, curricula, and knowledge of contents are essential but secondary to a thorough understanding of the individual adult learner's strengths and needs. What is absolutely clear is that teachers of adults must learn to know their individual students' needs, interests, and capabilities in order to teach them effectively. In other words, teachers' strong interpersonal communication skills and adult-oriented teaching skills are required to motivate, retain, and instruct adult learners. Toward this end, the Pennsylvania Department of Education funds a large number of staff development activities and strongly encourages staff participation.

Nevertheless, like the vast majority of states, Pennsylvania does not have a process of certification for teachers of adults.

—John Zhong

Adult education staff development

Few people enter the field of adult basic education or literacy with training in adult education. In addition to the absence of preparation, relatively high turnover rates and the increasingly part-time nature of the field contribute to the fact that too few ABE, GED, and ESL teachers are trained in adult education philosophy, curriculum, and methodology, or prepared to meet the particular learning needs of the adult student.

In addition to the absence of a common base of training, staff development in Pennsylvania faces numerous other challenges, as well. Pennsylvania has a broad diversity of both populations served and sponsoring agencies involved in the delivery of adult education. In addition, there are well over 200 relatively small programs, in addition to several large urban and countywide rural programs, across the state. These factors combine to make training needs as numerous and widespread as they are diverse. In response to these challenges, staff development in Pennsylvania takes many forms and it is important that those who direct local programs and supervise staff be familiar with each aspect of the staff-development delivery system.

In addition to Pennsylvania's Adult Education Resource Centers (see page 63), and regularly published newsletters (see p. 69), state and local workshops, conferences, teleconferences, and seminars are offered on a regular basis. A new effort, designed to move staff development closer to the local program level, was implemented in 1992. Nine regional staff development centers were established, each of which is responsible for providing teacher training and staff development activities as well as technical assistance to ABLE programs within its specific region. See a complete list of these centers on page 42.

Workshops, seminars, conferences

In addition to the work of the regional centers, the Bureau of Adult Basic and Literacy Education supports a number of other professional development activities. Each fall ABLE teachers and staff attend one of several Saturday workshops offered in a variety of locations across the state. Programs include informational sessions devoted to new state or federal guidelines, proposal preparation, or suggestions for collaboration and joint efforts with other agencies. Other sessions explore the latest esearch in adult learning, methodology for organizing and delivering instruction, exemplary programs, technology, or instructional resources. Exhibits of new instructional materials and other resources round out the day.

The Bureau also supports attendance at the annual Adult Education Mid-Winter Conference. Cosponsored with the Pennsylvania Association for Adult and Continuing Education (PAACE), this conference attracts several hundred adult educators. Professionals from adult basic and higher education, continuing education, the military, business and industry, community colleges, school districts, and community-based and volunteer agencies come together for three days of professional development activities and work to further the cause of adult education in Pennsylvania. More recently conferences in cooperation with neighboring states of Ohio, Maryland, and New Jersey have been offered as well.

These conferences and workshops provide an opportunity to pool, share, and supplement knowledge; to tackle problems, exchange ideas, and formulate solutions; and to draw upon the expertise and experience of presenters and colleagues alike. Perhaps more important, they encourage camaraderie and provide a connection to others in similar roles.

Local inservice

In addition to professional development activities provided by PDE and the regional centers, local programs are urged to provide inservice training designed to address programmatic and instructional needs particular to each program. In addition

to funds allocated in local budgets for such purposes, programs are encouraged to apply for special demonstration project funds (Section 353) to support curriculum development, teacher training, and other efforts.

An extensive and varied array of staff development activities is available in Pennsylvania. Resources and assistance abound, and answers to your most pressing questions are usually just a phone call away. Ultimately, the kind of learning experiences we provide for ABLE students depends in part on the willingness with which you and your staff participate in your own learning and professional development. Be sure to set up a procedure to provide your entire staff access to information and resources. Provide the time and the means for staff to reflect on what they are doing—along with the "whys and hows." And finally, foster an atmosphere where inquiry and learning is as valued for staff as it is for students.❧

—Meredyth A. Leahy

Staff development: a statewide emphasis

Staff development is designed to provide relevant training to meet specific identified needs of teachers, administrators, volunteers, and other literacy education personnel. The purpose is to provide training opportunities for adult basic education agencies' staff members in order that they may achieve their individual career goals while consistently contributing to their respective agency's ability to accomplish its goals. The aim of staff development is to increase teacher flexibility by interpreting the needs of today and by anticipating those of tomorrow.

All staff development activities are structured from needs expressed by staff members and combined with administrators' input about the mission of their organization. Staff development should involve examining assumptions about teaching, learning, and the subject matter under discussion; investigating the appropriate research base; and exploring ways to transfer insights derived from research into practice. It necessitates practice with new techniques, strategies, methods, and approaches, with feedback in a nonthreatening environment. It includes workshops, independent study, curriculum development work sessions, study circles, teacher as researchers, etc. It involves impact evaluation, which determines not simply whether participants enjoyed particular activities but what difference these activities made in their classrooms. The primary goal of staff development is good practice. It is ongoing and experiential. It includes both content and adult learning principles and processes. All effective staff development is based on theory, research, and successful practice.

Staff development is provided in several ways by the state of Pennsylvania. The National Literacy Act requires that the Pennsylvania Department of Education spend at least two-fifths of the budget on staff development. Activities have taken the form of Fall Workshops, Summer Institutes, Interstate Conferences, and Regional Staff Development Projects. The Regional Staff Development Projects offer teacher action research, traditional academic courses and tuition reimbursement, and technical assistance in adopting/adapting exemplary 353 projects. To meet and accommodate providers' concerns regarding travel and class cancellations, regional staff development coordinators are exploring and using alternative delivery systems such as distance learning. The Regional Staff Development Projects are pilot projects designed to determine the best way for PDE to ensure that staff development activities across the state are carried out in an equitable and systematic way.❧

—Margaret Shaw

The 9 Regional Staff Development Centers*

Region 1 (Crawford, Clarion, Elk, Erie, Forrest, Jefferson, Lawrence, McKean, Mercer, Warren, Venango):
Director: Richard Gacka
Coordinator: Bootsie Barbour
Northwest Tri-County I.U. #5
2922 State St.
Erie, PA 16509
Phone: 814-454-4474
Fax: 814-734-5806

Region 2 (Cameron, Centre, Clearfield, Clinton, Columbia, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga, Union):
Director: Eunice Askov
Coordinator: Barbara Van Horn
Inst.for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
Phone: 814-863-3777
Fax: 814-863-6108

Region 3 (Bradford, Lackawanna, Luzerne, Sullivan, Susquehanna, Wayne, Wyoming):
Director: Joyce Kerrick
Coordinator: Jane Douiahy
Lackawanna Junior College
901 Prospect Ave.
Scranton, PA 18505
Phone: 717-961-7834
Fax: 717-961-7858

Region 4 (Armstrong, Allegheny, Beaver, Butler, Fayette, Greene, Indiana, Washington, Westmoreland):
Director: Donald Block
Coordinator: Paul Weiss
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206
Phone: 412-661-READ
Fax: 412-661-3040

Region 5 (Bedford, Blair, Cambria, Fulton, Huntingdon, Juniata, Mifflin, Somerset):
Director: Carol Molek
Coordinator: Randy Varner
Adult Education & Job Training Center
1020 Belle Vernon Ave.
Lewistown, PA 17044
Phone: 717-248-4942
Fax: 717-248-8610

Region 6 (Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, York):
Director: Beverly Smith
Coordinator: Brady Stroh
Immigration & Refugee Services of Catholic Charities, Diocese of Harrisburg
900 N. 17th St.
Harrisburg, PA 17103
Phone: 717-232-0568
Fax: 717-234-7142

Region 7 (Berks, Carbon, Lehigh, Monroe, Northampton, Schuylkill):
Director: Judith Rance-Roney
Coordinator: Jane Ditmars
Lehigh University
33 Coppee Drive
Bethlehem, PA 18015
Phone: 215-758-6347**
Fax: 215-758-5942**

Region 8 (Bucks, Chester, Montgomery, Delaware):
Director: Meredyth Leahy
Coordinator: Kathy Kline
Cabrini College
610 King of Prussia Rd.
Radnor, PA 19087-3699
Phone: 215-971-8518**
Fax: 215-971-8309**

Region 9 (Philadelphia):
Director: Donna Cooper
Coordinator: Diane Inverso
Mayor's Commission on Literacy
1500 Walnut St., 18th Floor
Philadelphia, PA 19102
Phone: 215-875-6602
Fax: 215-735-6586

* As in effect April 1993.
** Area code will change to 610 in January 1994.

E

EDUCATING ADULTS

Who are your students?

Every student is an individual. From all the information you gather from each new person who enters your program, certain facts bear greater importance than others when applied to the education of that individual. Adult students' race, age, and sex are basic, but perhaps more relevant, why do people enroll? What do your students hope to gain by trying to advance their educational level? Later on, how does the amount of time spent in your program correlate to students' anticipated outcomes? Finally, just how many adults are we reaching in Pennsylvania, and what are the actual impacts of our efforts?

The student data that your program reports to the Bureau of Adult Basic and Literacy Education is carefully tabulated and analyzed. It is then released for public reference in an annual document called *Adult Basic Education Programs in the Commonwealth of Pennsylvania: Evaluation Report* (see page 28).

Some of the data in that report provide a broad view of why adults seek out education. For the 1991-92 program year (the most recent available at this writing), students described their *primary* **Reasons for participation** in ABE/GED programs as:

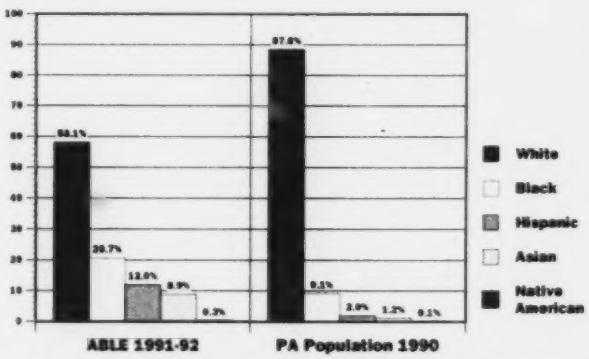
	Number	%
To get a diploma or certificate	23,853	35
To learn the English language	13,329	20
To improve job prospects	10,448	15
To improve basic skills	9,152	13
To qualify for college, business school or other training	3,919	6
To improve competency in areas other than basic skills	3,475	5
To obtain drivers license	2,540	4
Participation mandated for AFDC, parole	668	1
To help children with homework	859	1
To obtain citizenship	162	.2
Total	**68,405**	**100**

The order of importance of each of these reasons varied only slightly in the past few years.

Taken as a whole, other aspects of the data, such as race, age, and sex statistics, say little about each individual student but delineate a composite profile of just who we are serving.

For instance, in Graph 1 below, adult students' race breakdown is compared to that of Pennsylvania's general population, according to the 1990 Census. You will note that minorities account for a much higher portion of our clientele than the population at large.

Graph 1: Race breakdown compared to Pennsylvania general population



Most years, we serve slightly more female students than male (53% female/47% male in 1990-91). During 1991-92, however, the split was closer to even than ever (50.4% female/49.6% male), perhaps because more males were involved in Commercial Drivers License preparation programs.

The largest percentage of students, indeed the majority, is perennially in the 25-44 age group. Graph 2 shows the breakdown of students by age group.

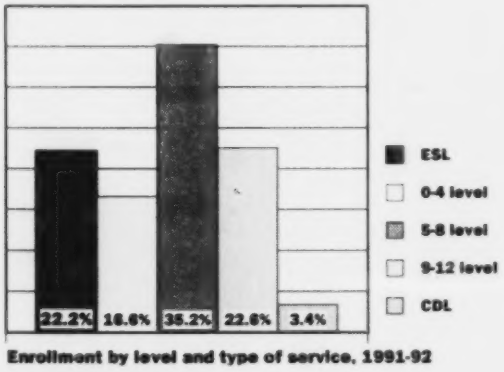
Graph 2: Enrollment percentages by age

At enrollment, we ask students about their current employment status. Graph 3 illustrates that breakdown.

Graph 3: Enrollment percentages by employment status

Most adult students enroll to gain an educational credential. However, many are not ready for 9-12 level GED instruction at the outset. Graph 4 shows the breakdown of actual levels/services in which students participate.

Graph 4: Service/level of participating students

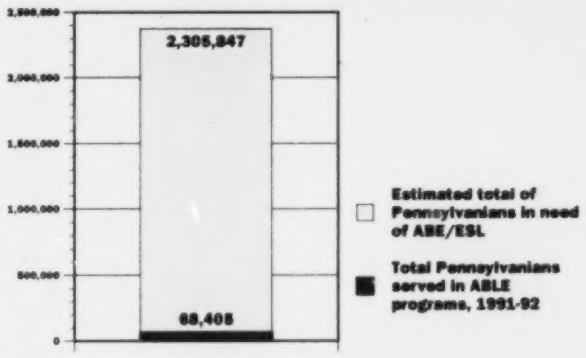


What for, how much?

During 1991-92, a total of 68,405 students were served in Pennsylvania ABLE programs, that is attended programs for at least 12 hours of instruction. The figure sounds impressive until we realize how many persons remain in need of adult education. According to the Pennsylvania Department of Education, the estimated number of adults in this state (age 16 or over) in need of basic education and English as a second language is a staggering 2,305,847 (as of the 1990 Census). Graph 5 is a depressing depiction of the small relative number of people our programs are currently reaching.

> **"Listen to your learners, respond to their needs, and *be flexible*."**
>
> ***—Deborah Williams***
> ***Program Director, CORA Services, Inc.***
> ***Neumann Center, Philadelphia***

Graph 5: Total of ABLE students/total adults in need



Below is list of various participation reasons and the average amount of time students spent in each. As you will note, ESL students and persons required to participate spend the most time in our programs.

Major reason for participation	Avg. # of program hours
To get a diploma or certificate	45.3
To improve reading skills	54.7
To improve math skills	44.8
To learn better English	63.9
To improve job prospects	46.5
To qualify for college, business school	43.8
To qualify for training or military	39.9
Participation mandated for AFDC, parole	58.4
To help children with homework	42.1
To obtain citizenship	40.4
To obtain drivers license	19.7

Finally, how successful are our students in meeting their educational goals? The numbers below show precisely how many persons achieved each of several typical outcomes during 1991-92. The total is more than the 68,405 students served because many students achieved more than one outcome.

Program impacts	Number of students
Passed the GED test	4,145
GED test taken–results not received	2,614
Obtained a high school diploma	4,986
Improved basic skills	42,241
Was grade 0-8 or ESL and learned reading, math, writing skills	10,789
Completed an ESL level	8,418
Learned English language	6,595
Obtained a job	2,887
Obtained a better job or salary increase	1,448
Removed from public assistance	381
Entered another education/training program	5,602
Obtained citizenship	149
Obtained drivers license	2,136
Met personal objective	29,133
Voted for the first time	255
Referred to another agency for services	10,624

Now that you've read the statistics, read the remainder of this section to learn about dealing with the *real people* who are your adult students.■

—Tana Reiff

Understanding the adult learner: an introduction

What is the learning process experienced by your adult students? First, a systems model of learning helps us understand what is happening (see diagram). Second, we'll look at individual factors which affect that learning process. It is these individual factors which often differentiate the adult learner in basic education from other adult learners.

The learning process

The learning process is characterized by three components: *information acquisition*, *cognitive processes*, and *information output*. Information is acquired through the five senses: seeing, hearing, smelling, tasting, and feeling. Once information has been acquired through one or more of the five senses, a variety of cognitive processes work to store, process, and retrieve the information. These processes are variously described as *memory*, *intellectual skills*, *cognitive style*, and *information processing*. Outputting information learned is usually done verbally—through speaking or writing—or through movement (kinesthetics).

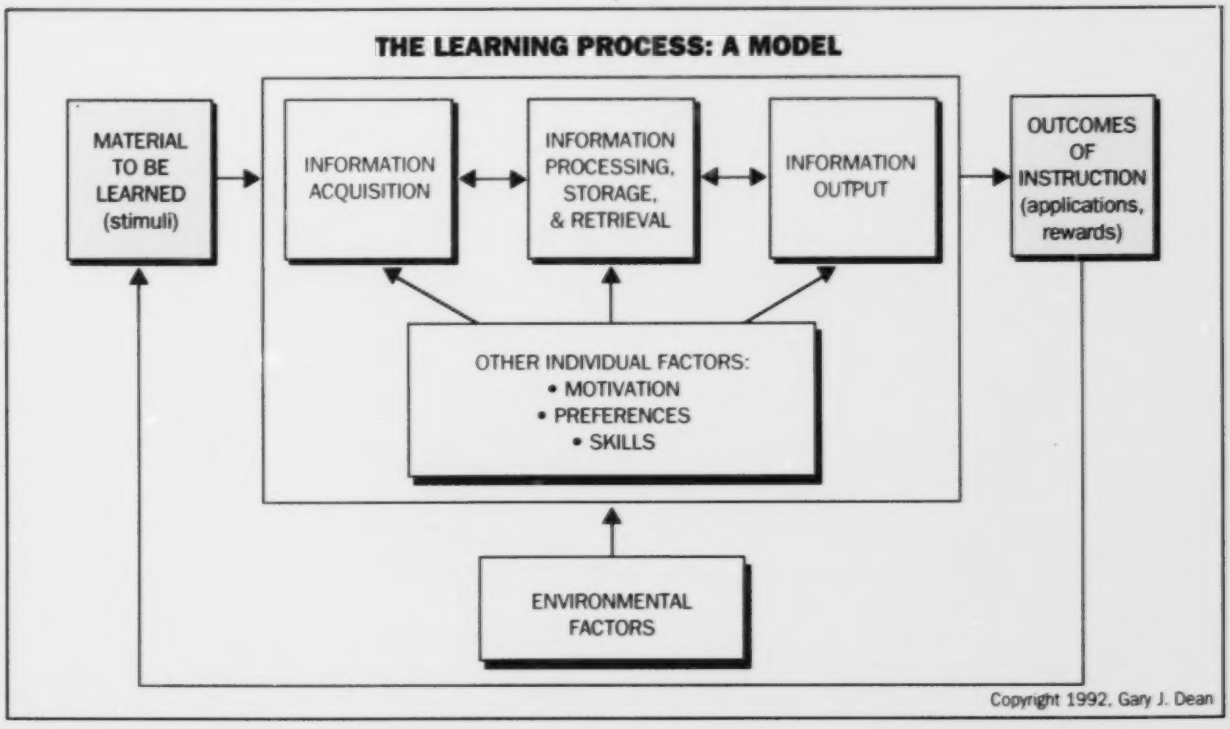
There is debate as to what actually constitutes learning. For most situations, however, learning occurs when the learner is able to demonstrate the outcomes of instruction. These outcomes are grouped into three categories, or domains: *cognitive*, *affective*, and *psychomotor skills*. The affective domain consists of feelings, values, and beliefs. The psychomotor domain consists of physical skills. The cognitive domain consists of two levels: learning information and application of information for solving problems. Learning information requires the learner to memorize and reiterate bits of information. Problem solving demands that the learner integrate and synthesize the new information with existing knowledge and apply this to novel situations to solve problems. The intellectual skills required for effective problem solving can be learned. Many adult learners in basic education have not had the opportunity to develop problem-solving and critical thinking skills.

Individual factors affecting learning

The learning process described above is general and is experienced by everyone with normal physical and cognitive abilities. This process, however, is influenced by many individual factors. Three general categories of individual factors can be identified: motivation for learning, preferences for learning, and skills for learning.

■ **Motivation.** Motivation to learn is at the base of participation in adult education. Motivation is the level of desire on the part of an individual to meet a need. A need is a gap between a current and a desired state. For example, individuals may have a need to learn to read, that is, there is a gap between their current skill level and a desired skill level in reading. The strength of their desire to close that gap is their motivation to learn to read.

A person's motivation to meet any need is mitigated by two important factors: 1) recognition of the need and 2) motivation to meet competing needs. Assuming that adult learners recognize a need to learn, there may be many reasons why they do not actively pursue learning. These reasons can usually be summed



up by identifying other needs which the individual has a stronger desire (motivation) to meet. For example, the need to please others in the family may compete with the need to attend GED classes.

Motivation to learn is also affected by many other factors. These include stage of life and career development, life transitions being experienced by the individual, prior experiences with learning and school (both positive and negative), and self-concept and sense of well-being. Stage of life and career development form the background against which the need to learn takes on meaning. The need to learn may mean something entirely different for a younger adult than for an older adult. Life transitions often create teachable moments when the individual is motivated to learn. For example, when a child reaches school age, parents may be motivated to improve their reading skills in order to help the child with homework.

■ **Preferences.** Each person acquires preferences for different conditions under which they like to learn. Examples of these include preferences for working alone or with others; heating, lighting, and physical space conditions; eating and drinking habits; and tolerances for noise and interference. These preferences are expressions of one's personality, but new preferences can be acquired as the individual learns the value of certain behaviors. Adult learners with little or no previous success in education may not perceive that their preferences may be detrimental to effective learning.

■ **Skills.** Adults also possess a variety of skills which affect their potential success as a learner. These can be grouped into subject knowledge, study habits and skills, and intellectual skills such as problem solving and critical thinking skills. Adult learners in basic education programs typically lack subject knowledge and effective study habits and skills. They may also lack problem-solving skills. All of these skills can be learned once the adult learner is motivated to do so.

The individual factors identified here are affected by environmental factors such as the learning setting, the institutional and community contexts in which the learning is taking place, the personality of the adult educator, and the more general cultural, economic, and social conditions. All of these factors have an impact on how we think, feel, and ultimately behave as adult learners.

Summary

As is obvious from the foregoing discussion, adult learning is complex. We all share the same basic physiological and cognitive learning processes, but each person is different in terms of motivation, preferences, and skills. Since the combinations of these differences are endless, the adult educator's job of helping each adult to learn is a new challenge.❧

—Gary J. Dean

"Develop rapport with your students and be open-minded."

—Len Hotkowski
Adult Literacy Coordinator
Forbes Road East Vo-Tech School, Pittsburgh

Multiculturalism and adult education

Most people would agree that intolerance of difference is a primary factor which interferes with interaction among human beings. Intergroup understanding and acceptance of differences do not occur just because we want them to. There are three assumptions basic to multiculturalism in the classroom environment:

■ In contemporary American society, it is almost impossible for an individual to be socialized without an awareness of cultural differences and of the social valuations accorded these differences;

■ Teachers, counselors, and administrators, as socializing agents, bring to the teaching-learning process their own cultural education; and

■ Learning new attitudes and feelings and unlearning familiar, traditionally harmful attitudes and feelings about others and oneself can occur through the intellectual exploration of experience.

A new phenomenon has emerged in U.S. population trends: much greater cultural diversity. This phenomenon is changing the cultural profile of both our school-age and adult basic education populations. In many of our adult education programs, cultural diversity is becoming the norm.

However, while there is a shift in population trends, resulting in more diverse classrooms, the teaching methodology tends to remain the same. It is imperative that educators analyze their own views of cultural differences and re-examine their teaching and leadership behaviors. Faced with the challenge of responding to the educational needs of adults who are of different cultures within the same classroom environment, and recognizing that one's own cultural education can serve as a barrier to understanding cultural diversity, administrators' and teachers' perceptions of their roles and functions may become a critical issue.

Teacher influence still remains a basic element in the teaching-learning process in all classrooms and especially in the case of multicultural populations. By addressing the teacher's influence on the culturally diverse classroom, one can be more informed about how those diversities require attention to the variety of learning and communication styles which may be present within the same classroom. For example, members of certain cultures may be more reserved than others and therefore reluctant to express a failure to understand the lesson. Or, the gregarious nature of members of other cultures should be used to enhance role-play. Use of instructional tools that are sensitive to cultural and style differences may help each student discover his or her potential. Academic success for the adult learner may depend on the teacher's enlightened and creative use of the learners' social experiences.

Multicultural awareness in the classroom assumes that students bring cultural differences to the classroom. These differences are resources rather than deficits. Advocates of culturally

sensitive instruction believe that learning experiences for the adult learner should be structured in a manner that recognizes age-specific factors and encourages cultural perspectives, yet acknowledges individual variations that are present within all classrooms. Consequently, instructional practices that emphasize *content* (what materials are used), *process* (how materials are used), and *context* (the circumstances under which materials are used), combined with high expectations of students, can create supportive environments that can maximize academic success for culturally diverse students. This means that educators as well as the adult learners themselves gain a new understanding of the cultures and lifestyles represented within a program.

—Ernestyne James Adams

Intake: setting the tone

As much of the literature on adult basic education suggests, the most frightening moment in an adult student's academic life occurs when he walks through the door and into your program. What much of the literature *doesn't* suggest is that this moment can also create acute anxiety for you, the one greeting the new student. What if you aren't friendly enough? What if you're too friendly? What if you say something wrong?

Relax! The hardest part is over. You've gotten the client to walk through the door and for that to happen you must have already done many things right. Somehow—through advertising, a speech at the Rotary Club, a good word from another student, or a smiling photograph in the newspaper—you have sent out the signal that new students are welcome here. Now all you need to do is provide the welcome your client is expecting.

Why don't you start by greeting the client the way you would greet a guest in your home. Offer her a comfortable place to sit, and perhaps a cup of coffee or a soft drink. Then sit down with her and begin a conversation. Ask the kinds of questions you would ask any guest: Are you new in the area? Do you and your family enjoy living here? How many children do you have?

If you maintain a conversational tone, the client won't feel as though he's being interrogated. Also, please be sure to share information about yourself as you talk together. Good relationships work two ways, and your new client needs to feel that he is developing a positive relationship with you.

Of course, you already know many of the answers to the questions on the intake sheet through your conversation with the client. Demonstrate that you were listening (and that what she says is important to you) by offering that information as answers to relevant questions. But each time you do so, invite the client to expand upon what you know and tell more about each area.

Now it's time to find out why the client has entered your program. Ask him what led him to come in this particular day. Use his response as a starting point to help the client identify his long-term goals. Then use those to help the client select a few short-term goals—goals that he can realize within the next month or two. List those goals boldly on a sheet of paper that the client can take home with him, hand the sheet to the client, and tell him that you will gladly work with him to achieve those goals.

At this point, talk about the program. In what way will your program help the client achieve the long-term goals? What should your client expect to happen as she achieves each short-term goal? What other kinds of information do you need in order to plan an appropriate program? Do you need to know the client's achievement level in math? Do you need to know more about his reading skills? Do you need to know his preferred learning styles? How do you plan to get this information? Many times, you can get this kind of information by administering a series of tests or by telling exactly the kinds of assessment instruments you'll be using, the point at which they'll be given in your program, and how much time each assessment procedure will take.

If you can do so, avoid using the word "test." In the experience of most adult basic education students, testing has been an unpleasant experience and the results a cause for shame. Many adult educators have much greater success during the intake interview if they prepare the client for the needed tests but refer to them as "screening tools," "assessments," or "ways for getting the information we need to help you achieve your goals."

Follow the discussion of your program's assessment procedures with a brief survey of the material that your client will be using. Show her some of the texts you may select. If there is time, have a practice lesson available that you can complete with the client to show her that she can be successful in your program.

Finally, share with your new client any provisions you may offer, such as child care or transportation. Set a date for your next meeting or class, put it on an appointment or index card, and, if you have one, give the client a brochure or pamphlet that describes your program. Then walk your client to the door, shake hands, and give yourself a pat on the back for having conducted the intake interview in a very masterful manner.

—Georgina Rettinger

Selecting standardized tests to enhance instructional time

Recently, many educators have begun to balk at the idea of using standardized tests to measure adult performance. They fault standardized tests for being unable to measure all the complexities of a skill such as reading. They also fault them for measuring adults with such irrelevancies as "grade level." Usually, they end their criticisms by suggesting that we spend less time testing and more time teaching.

Indeed, there is truth in these charges. No standardized test of any area measures a skill in all its complexity. And no adult likes to be patronized by having his or her performance compared to that of a child.

But to eliminate all standardized testing in adult basic educa-

tion on these grounds is to throw the baby out with the bath water. Used judiciously, standardized tests save—not waste—instructional time because they help us design more efficient programs for each of our learners.

The key to whether a test has been used "judiciously" is test selection, which begins by applying five criteria to each test you examine.

■ First, what is your *purpose* for testing? What kind of information do you need?

■ Do you need information about your students' general level of functioning in a major skill or content area? If so, you can find a standardized survey test.

■ Would it be helpful to break down that skill area into three or four parts to see in which subarea(s) you should focus instruction? If so, you can find a standardized diagnostic test.

■ Would you like to have information about how your students learn so you can adapt programs to suit learning styles? If so, you can find a standardized test of learning styles.

No test can serve all three purposes. In fact, most tests serve only one. Thus, the first question you should ask yourself is, what information is essential for your program and which tests will fill that need?

■ A second criterion is *validity*—does the test actually measure what the publisher says it measures? You can determine whether or not a test is valid by looking at the theory behind the test. Do you agree with it? For example, some tests measure reading ability by asking the student to read a list of words. Is that a valid philosophy? If not, the test is invalid.

How does, say, a certain new test compare to other tests of the same subject? If there is a high correlation (.70 or above) among such tests, the new test has at least as much validity as these older, more established ones. If the correlation is low (.35 or below), the authors should explain why a low correlation is desirable.

■ *Reliability* is a third criterion: does the test give consistent results? Without consistency, a test can give you wildly wavering scores: a 4.8 in reading one day, a 3.2 the next. Such tests cannot be counted on to measure the actual progress of your students. Any test you select should have a reliability correlation of at least .85.

■ The way in which the test was standardized is the fourth criterion. To develop grade level or other kinds of scores for the test, the publisher invites groups of people to take the test. The scores from these trials are then used as benchmarks to convert raw scores into more meaningful comparisons. The more these groups of people reflect all levels of society (i.e. are normally distributed), the more faith you can have that the score will reflect actual performance on a task. Look for a test that is standardized on a normally distributed population.

■ The fifth criterion is *time*. All else being equal, choose a test that will make the best use of instructional time. In other words, the shorter the test, the better.

Unfortunately, many educators become discouraged when they first begin to examine the technical manuals. Few standardized tests can meet all five criteria. But the more you know about a test's strengths and weaknesses, the better you can interpret the results and the better decisions you can make about which tests can enhance—not waste—your instructional time.

—Georgina Rettinger

The four most commonly used assessment evaluations in Pennsylvania for adult students

Soon after the adult student enters your program a starting point for instruction can be determined by administering one or more standardized tests. Or, later, a standardized test may help assess a student's readiness for the GED test or to determine viable career options.

Keep in mind that no instrument can be used as a definitive statement of an individual's potential in academics; however, a good test will provide basic guidelines from which goals can be set, individual academic programs established, strength in specific career categories identified, and progress measured.

If you are shopping for a particular test battery for the first time, remember three things:

1. **Make sure the test was normed for the population** (usually age group) you are serving.
2. **Order a specimen set** (a set of everything you'll need to administer one test). Most companies offer one for $10-30—well worth the expense to find out whether you like the instrument before you spend a lot of money.
3. **Administer and evaluate the test.** After carefully reading the instructions, take the test yourself. There's no better way to appreciate the reading level, ease (or difficulty) of the instructions, difficulty and relevance of the materials to your program, and whether the time limits (if applicable) are reasonable.

Described here are four standardized tests, selected for two reasons: 1) their frequency of use in adult education programs in Pennsylvania and 2) the wide range of abilities measured by each.

Tests of Adult Basic Education (TABE)

Purpose: To assess the level of skills of adults in basic reading, language, and mathematics areas for the purposes of placing the examinee in an educational program appropriate for instruction; to evaluate instruction in a program or, for an individual, to measure progress; and for research.

Description: Subsections include reading vocabulary, reading comprehension, mathematics computation, mathematics concepts and problems, language mechanics, language expression, and spelling. A locator test which indicates which level of the main battery to administer is available. Raw scores can be converted into grade equivalency, scale scores, stanines, percentiles, or GED equivalents.

Type of Test: Achievement, placement, and diagnostic

Grade Level Range: .9 -12.9+

Time for Administration: 2-3 hours

Time for Scoring and Evaluation: 15-25 minutes

Publisher: CTB/McGraw-Hill, 2500 Garden Road, Monterey, CA 93940

This version of the TABE consists of four levels: E (grade levels .9-8.9), M (1.8-10.9), D (2.5-12.9), and A (3.2-12.9). There are also two forms (5 and 6) for each of these tests.

There are advantages and disadvantages to this test. The TABE has the distinct advantage of being a fairly accurate indicator of actual grade level. And, there are many more scoring options available (e.g., raw score to GED score, stanine score, percentile). However, the scoring of the new test is complicated. A 144-page Norms Books is chock-full of more charts than any one test should need. It takes quite a long time to learn how to use all the necessary charts. It also takes 15-25 minutes to grade one TABE test (depending on how many conversions you want to use).

Finally, a locator test is almost a necessity because each test is very specific to grade level; during intake, when the grade level of an individual is uncertain, administering a test which is too difficult would prove frustrating, and one that is too easy wouldn't measure anything. Thus, much expense and time is involved in using the TABE test.

Adult Basic Learning Examination (ABLE)

Purpose: To measure the basic educational achievement of adults who have not completed a formal eighth-grade education.

Description: Each level consists of four subtests: vocabulary, reading, spelling, and arithmetic, which includes computation and problem solving. Vocabulary is dictated at all levels to provide a measure that is independent of reading ability.

Type of Test: Achievement, diagnosis

Grade Level Range: Three levels: E (1-4), M (5-8), D (9-12)

Time for Administration: Levels 1 and 2: untimed, approximately two hours; Level 3: three hours, 25 minutes

Publisher: Harcourt, Brace, Jovanovich, The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-0952

GED Official Practice Test

Purpose: To prepare students for the style, format, and content of the actual GED test.

Description: Consists of four forms (AA, BB, CC, DD), each with five subtests (Writing, Social Studies, Science, Literature, Math). The tests are available in Spanish, English, software, and audio, Braille, and large print for the vision-impaired.

Time for Administration: Each section is timed. Total test takes approximately 3.5 hours.

Publisher: Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755, (800) 531-5015

The GED Practice Test is an extremely reliable, accurate predictor of performance on the GED test. A student who can pass the Practice Test has a 90% chance of passing the GED examination.

Wide Range Achievement Test (WRAT)

Purpose: Diagnosis, student progress

Type of Test: Achievement

Grade Level Range: Two levels: ages 5-11, 12-75

Time for Administration: Under one hour for administration, scoring, and evaluation.

Reading, spelling, and math skills are quickly assessed, but the WRAT is not suitable for lower-level readers (0-4 grade level).

More information on tests used in adult education is available from AdvancE. Or, check the *Mental Measurements Yearbook*, Buros Institute of Mental Measurement, University of Nebraska-Lincoln, 135 Bancroft Hall, Lincoln, NE 68588-0348. The publication is available in most libraries.

An excellent source of testing materials was compiled by Dr. Robert W. Zellers. His booklet, *A Resource Guide of Tests for Adult Basic Education*, is available through AdvancE, or through Robert William Zellers Educational Services, 313 Gardner Street, Johnstown, PA 15905.

Also, Adult Education Linkage Services has published a handbook entitled *Testing and Assessment in the Commonwealth of Pennsylvania*. Detailed descriptions of various assessment tests are included. This publication is available through AdvancE.

—Stephen J. Wegener

A background for ABLE instruction

Although adult basic education has traditionally been defined as the process of helping adults attain functional competency in basic skills to the eighth-grade level, the emerging 1990s are calling us to a more dynamic definition of functional competency. While most would agree that minimum competencies are demanded of everyone today, individuals vary significantly in the level of basic skills, coping skills, and survival skills needed to function satisfactorily in the environment in which they find themselves. New technologies, the changing economy, shifting demographics, changing social patterns, and increased emphasis on literacy are confronting us with new populations who need to be served:

- dislocated or underemployed workers, many of whom had the basic skills needed to survive in previous occupations but who now find that they do not possess the skills necessary to be retrained for or to seek other forms of employment;
- single-parent homemakers who do not have the skills necessary to support their families;
- increased numbers of minorities, especially in urban areas;
- increased numbers of persons with previously undiagnosed learning disabilities;
- increased numbers of individuals who, due to recent literacy initiatives, are seeking basic reading skills.
- the homeless.
- parents who are seeking to foster a learning environment in their homes.

ABLE providers across Pennsylvania are rising to meet these challenges, all of which have had an impact on classroom

organization, instructional methods, and materials. There is a growing body of literature in the field of ABLE which, when combined with practical experience, can be helpful to ABLE program administrators as they continue their efforts to administer effective programs.

Research by Conti confirms what most ABLE instructors already know: ABLE students respond best to participatory teaching practices in warm and supportive classroom environments (Brookfield, 1986). A physical arrangement which is informal, which suggests opportunities for collaboration, and which makes provisions for the physical needs of adult students can set the climate for effective ABLE instruction. A 1991 text, *Creating Environments for Effective Adult Learning* (Jossey-Bass) is a compilation of writings by ten authors on developing hospitable learning environments for adults. Text includes space, facilities, and equipment considerations, as well as attitude development towards the adult learner. In addition, many ABLE programs include significant numbers of volunteer tutors in order to provide for the one-on-one instruction vital to students at these levels. It has, therefore, become necessary to provide private areas where this mode of instruction can occur.

More important than the physical arrangement is the attitude of the instructor, who has the responsibility for providing a supportive and comfortable emotional climate for learning. A true sense of caring and mutual respect, along with the belief that every student enters the classroom with already existing skills, is important. The learning process is enhanced by a physical and emotional climate which provides opportunities for both group interaction and individual learning. Brookfield (1986), Daloz (1986), and Wlodkowski (1985) expand upon the role of the instructor, offer inspiration and insight, and suggest models for instructor evaluation.

Lerche (1985), reporting on the results of the 1984 National Adult Literacy Project's Promising Practices Search, concludes that "...the most consistently successful programs are those that structure and systematize their instructional design. They closely link instructional objectives to materials and methods and to assessment of student progress. Further, these programs individualize instructional plans to reflect learner strengths and to address learner deficiencies. To monitor learner progress and to provide frequent feedback to learners on their progress, they also include an instructional management and documentation system." Lerche also lists the five variables that must be considered in order to accommodate individual differences and maintain an adult focus:

- life and employment goals;
- educational background, including current skills, prior knowledge, and linguistic ability;
- life experiences and cultural background;
- personal preferences and interests;
- learning styles and special learning problems.

While it is important to have a set curriculum and to establish minimum goals and standards, there should be a flexibility that allows for individual needs and goals.

A glance at the daily mail on a program administrator's desk is only one indication of the amounts and types of materials available for ABE. Complicating the materials-selection process is the increasing use of computer-assisted instruction. Although a valuable tool for supplementing and individualizing ABLE instruction, new technologies confront us with the additional tasks of hardware and software selection and evaluation. Nevertheless, guidelines to materials selection do exist and most would concur that:

- the goals and objectives established by the chosen curriculum should determine the necessary materials, not vice versa;
- the materials must be designed with the adult student in mind;
- the materials should include or be correlated to the diagnostic/placement mechanisms used in the program and should provide means of assessment;
- the materials should afford ample opportunities for practice;
- the materials must be examined to determine if the readability level is appropriate and if the content is relevant to the life experiences of the adults for whom they are intended.

Lerche (1985), in her book *Effective Literacy Programs*, includes an in-depth treatment on the subject of materials selection and evaluation (including software). (See also "Curriculum resources for adult education programs," page 58.)

The coming years will continue to be challenging ones for individuals involved in adult basic education. Complex changes in society, limited fiscal resources, and the information explosion will make cooperation among ABLE providers a necessity. Sharing models and materials that have proven effective, these groups can work together toward the common goal of providing instruction that meets the needs of the individual and that enhances the society in which we live.

—Julianne D. Crimarki

Dealing with adult learning disabilities

Many adults enrolled in adult basic education and literacy programs had difficulty in school because of learning problems. Adult students require less labeling and more understanding of their perceiving, processing, and communicating differences.

Through testing and/or observation, teachers can determine if students have learning differences. Testing for learning problems is ideal because the specific characteristics of the difficulties can be determined. However, even where specialized testing is not available, teachers can observe manifestations of learning disabilities and, if they have some knowledge of the specific manifestations of learning problems, can use their observations to modify instruction to accommodate problems.

Students can be divided into three general groups: those without learning problems, those with mild or moderate learning problems, and those with severe learning problems. Students who do not have problems can receive instruction via traditional methods, while students who have learning problems of

varying degrees need varying degrees of accommodations and/or alternative techniques. For example, a student who has an auditory processing problem may not be able to distinguish the subtle differences in phonetic sounds. A student who has a right/left problem may have difficulty learning rules which have exceptions.

Learning problems can be identified and grouped in many ways. A useful way to group some of the problems which affect adults is to identify them as they affect a student's performance:

- Visual processing (e.g., skipping words and lines)
- Auditory processing (mishearing sounds)
- Right/left discrimination (reversals)
- The racing mind (distractible)
- Concrete thinking (requiring models and examples)
- Ambiguous vocabulary (limits comprehension)
- Organizational problems (time, object, or thoughts)
- Sequencing (following logical order)
- Motor problems (poor handwriting, clumsy)

The type of processing problem can be matched with instructional techniques which fit well with the student's manner of thinking. A problem with auditory processing might require that a student learn reading and spelling skills using alternative (nonphonetic) decoding techniques. Reversals require weighted learning or mnemonics.

Some learning problems are better handled through accommodation. For example, a student with a reading problem should be allowed to take an oral exam to assess his or her knowledge of science while, of course, a test of reading should include reading. A student who reverses often should not be required to answer true and false questions. Determining when an accommodation should be given should be based on the severity of the student's problem.

Learning problems often cause years of failure and poor self-esteem. Therefore, teachers must be vigilant in avoiding frustration amplified by past failures. Breaking tasks into small parts and adequate repetition of developing skills build success and

A whole-language collaborative curriculum for adult literacy tutors and students

Volunteer tutors and adult students often come to literacy programs expecting to begin with "the basics," meaning a phonics approach, and expecting the student-tutor relationship to be authoritarian. However, research and practice have shown the positive impact of a whole-language, collaborative approach. In an adult literacy providing agency strongly committed to such an approach, participants may need to be introduced to a new view of reading and writing. In the ten-hour, four-session orientation developed by Philadelphia's Center for Literacy, tutors and students are trained together in whole-language literacy learning strategies and the collaborative approach.

Tutors and students are exposed to the view of reading and writing as meaning-making activities as they learn whole-language strategies. Tutors discover the role of context by figuring out the meaning of signs written in the Russian alphabet, and the role of the reader's own experience by interpreting ambiguous paragraphs. Students and tutors discover the value of pre- and post-reading discussion by studying the cover illustration and title of a book of poems. The participants also learn that any text of interest can be read if the appropriate method is used. Listening while following the text, echo reading (student reads phrases or sentences after tutor), duet reading (both read aloud), silent reading, and oral reading all count as reading, with the choice depending on the difficulty of the text.

While the whole-language approach emphasizes communication of ideas, learning words and letter sounds is not ignored. Tutors and students learn three approaches to identifying words: context, configuration, and letter sounds. The value of context is confirmed as participants identify their most common strategy as "guessing," but students are encouraged to combine context, remembering how a word looks (through flash cards), and identifying letter sounds (through patterns of rhyming words such as *cat*, *fat*, *sat*).

Writing also is taught as a whole-language process, with staff, tutors, and students free-writing for ten minutes. Participants are assured that papers will not be collected, and any sharing will be voluntary. A brainstormed list of topics helps people get started, and four options are offered for spelling barriers (invented spelling, first letter only, leave a blank, ask). When participants read their papers aloud, staff members model response to content before technical correctness.

A collaborative relationship between tutors and adult learners is promoted explicitly and implicitly. Tutors hear statistics and anecdotes which highlight the students' ability to compensate for their literacy deficiencies and be productive community members and skilled workers. Tutors and students analyze their own adult learning experiences and discover that the most successful learning usually takes the form of equals sharing information.

A relationship of partners is also promoted indirectly. Students and tutors are treated as equals when they sign in on the same list, receive the same handouts, and introduce themselves the same way (telling what reading or writing task they haven't gotten around to yet). Together, they brainstorm, make reading predictions, dictate a learning log, write and read their work.

This workshop shows tutors and students that reading and writing can be learned in the same whole-language way that they learned listening and talking, but with the tutor in the role of a consultant rather than an authority figure.

—*Anita H. Pomerance*

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confidence.

Counseling should be provided to help students with social and life skills, as the characteristics listed above cause both learning and living problems. We are all aware of how poor language skills affect completing a job application, but many functional areas can also be affected. For example, a person who does not know when to stop talking or makes decisions with insufficient information experiences many living problems.

Avoidance is the most disabling aspect of having a learning difference. If a person has difficulty with a skill such as reading, then reading will not be a priority activity. When given a choice of how to obtain the news, the person will turn on a radio or television rather than pick up a newspaper. When a person has difficulty reading maps, the person will ask for directions rather than study maps.

Adult basic education teachers need to learn more about the characteristics of learning problems and the manifestations in academic and social functioning. Instructional materials should incorporate alternative techniques so that students can choose the method which makes the most sense to them. At the beginning of this century, we began to recognize individual differences with the development of intelligence tests. An understanding of learning styles was a natural outgrowth of the identification of individual differences. Now we can take the next step and refine our educational techniques to match the neurological processing of individuals who differ significantly from the norm.

—Richard J. Cooper

Tests of General Educational Development (GED)

The purpose of the General Educational Development (GED) testing program developed by the American Council on Education (ACE) is to offer a second chance to millions of adults to demonstrate that they possess many of the skills they would have acquired had they been able to complete their basic education at a regular high school.

The GED testing program began in 1942 to test military personnel who had not completed high school. At present, the GED tests are administered in 50 states, many Canadian provinces, and U.S. territories, as well as military bases throughout the world. In Pennsylvania, test fees range from $15 to $45.

The tests have been refined and updated from time to time to reflect current high school curricula. The most recent revision, which became effective in Pennsylvania on January 1, 1988, requires a 45-minute writing sample. The writing samples are scored holistically by the GED Testing Service (GEDTS; see page 67).

Upon satisfactory completion of the GED tests or completion of 30 semester hours in an approved postsecondary educational institution, the Commonwealth Secondary School Diploma is issued. This activity implements Public Law 212 dated May 15, 1945, and paragraph 5.15 of the State Board Regulations.

Specific questions concerning scoring, retesting, age requirements, and other aspects of the program should be directed to the Commonwealth Secondary School Diploma Program, (717) 787-6747. Questions concerning local times, test fees, and registration requirements should be directed to the GED test center in your area. The complete list of centers, alphabetized by county, is on page 73.

—Charles Holbrook

Here are some tips to pass along to students preparing for the GED: Feel free to duplicate this page and clip out the Tips box.

Tips for test-takers

- Get a good night's sleep to reduce stress and anxiety.
- Allocate study time toward those areas which will help the most. In particular:
  a. Half of the science test is in biology, so put a priority on biology.
  b. Half of the mathematics test is in arithmetic, so emphasize arithmetic.
  c. All math answers require more than one step. An obvious one-step answer is usually wrong.
  d. Most drawings are to scale.
  e. Formulas for math are located on the back of the test booklet.
- Relax.
- Arrive at the test site early and avoid the stress that results from running late.
- Read all directions carefully.
- Budget your time; be aware of time limits.
- Read through all the answer choices before choosing one.
- Eliminate the answer choices you know are incorrect. The more you can eliminate, the better your chance of choosing the correct answer from the ones that are left.
- Skip the more difficult questions and come back to them later.
- When you're not sure of an answer, *guess*. Answer every question. A blank is definitely going to be counted as incorrect. If you guess, at least you have a chance.
- On reading passages, read the question first, then go back and read the passage with the question in mind.
- If you finish early, use the remaining time to check your answers.

—Michael F. Connifey and Charles Holbrook

Preparing students for the GED: curriculum, materials, methods

Operating a GED program can be one of the easier parts of your job as an adult education program administrator, but in most cases you should be trying to make it more difficult.

Why say that? GED programs have the innate benefit of a tangible and objective focus. It's easy: There are a wealth of supporting materials that are easily integrated into the program, and you teach directly to the test. What could be neater? There is a GED Official Practice Test to identify areas of deficiency. There are workbooks keyed to the test, computer programs and video materials to bring up scores in specific test areas, and simulations of the actual test to practice.

The GED at a glance

Test	Content Areas	# of items	Time (min.)
Writing Skills	PART ONE Sentence Structure Usage	55	75
	PART TWO Essay	—	45
Social Studies	U.S. History Geography Economics Political Science Behavioral Science	64	85
Science	Biology Earth Science Physics Chemistry	66	95
Interpreting Literature and the Arts	Popular Literature Classical Literature Commentary	45	65
Mathematics	Arithmetic Measurement Number Relationships Data Analysis Algebra Geometry	56	90
TOTAL		**286**	**455 min. (7.58 hours)**

However, the problem may be that too many administrators place all of their emphasis on the GED document and not enough on the underlying philosophy of the GED test—that the test is a measure of the individual's readiness for the adult world.

Here are some ideas on how to run two different types of GED programs.

■ If you view the function of GED instruction as preparing clients to earn a paper certificate because they exceeded some minimum criteria score, then you should do the following in setting up a program:

a. Visit one existing GED class and observe the workbooks in use and the procedures followed. Go back to your site and copy what you saw. (This step is optional if you're in a real hurry.)

b. Get catalogs from major publishers such as Steck-Vaughn, Regents/Prentice Hall, and Contemporary and place orders for the testing and workbook materials that look nice.

c. Hang out your shingle as a "GED program" and start promoting your services.

d. Enjoy your free time. You'll be surprised at how easily the program will run itself.

■ On the other hand, if you view the function of the GED program as providing clients with a key to future training and a passage to more demanding experiences, then you should consider these steps:

a. Sit down and think about what you really want to do. Are you aiming to simply "crank out graduates," or do you want to move your students to more demanding levels that eventually will lead them to a better life? If you choose the latter, do you have the necessary working relationships with agencies who can provide the actual skill training and to whom you can "transfer" students when they are ready? Address the issue of your capacity to provide the ancillary services that are part of doing the job right. Be sure your program provides staff to talk to clients about their personal problems, help with child care so they can come to class, help with transportation, and serve as role models of mature behavior, appropriate appearance, and intelligent decision making.

b. Search high and low for staff who are competent, unpretentious, organized, compassionate, have "common sense" and a great sense of humor, honestly like people—especially those who might not have made it the first time around, have firsthand knowledge of what is needed to get and hold a job, have a broad range of life experiences, are inspirational, know how to manage a group, are authoritarian and humanistic at the same time, and who want your program to be the best it can be. Ninety percent of the quality of any program rests with the personnel and leadership of that program. Don't just hire someone because they have been with you a long time or because the district contract says they have a right to the class because of seniority.

c. Talk to other ABE and GED providers to learn how your program can complement what they are doing, what needs are unmet, and how you can be compatible, not competitive. Talk to the people who represent the "next step" in the student's progress: the community colleges, vocational schools, armed-services recruiters, temporary-employment services, state Bureau of Employment Security offices, etc., and lock in procedures

for referral.

d. Get catalogs from Steck-Vaughn, Regents/Prentice Hall, and Contemporary, etc., talk to their sales representatives, ask for some preview materials, and then buy the ones that your staff and students are comfortable with.

e. Study the commercial materials and supplement them with teacher-made materials that will help students generalize the content in their GED classes to everyday life. Use maps, bank publications, and consumer-agencies brochures. Get copies of *USA Today* or your local newspaper and use them to teach that science, geography, social studies, and writing are not artificially segmented even if they are in the GED test. Make the content of the instruction real to the students.

f. Hang out your shingle as a "GED program" and buy advertising promoting the idea, "Get your high school diploma and start on your second chance."

g. Monitor programs and send clear messages to your staff that a GED program is more than getting bodies to pass a GED test, that the needs of the students come first, and that passing the test is just the first step in a whole new adventure.

h. Be confident in the knowledge that you're running GED classes the way that they should be run, but recognize that they always could be better.

—*Richard C. Gacka*

ESL for adults

Although many may think of English as a Second Language (ESL) as a new field, a rich history dates back to 17th-century Britain. From the early 19th century, reformers, including the naturalist and American immigrant Maximilian D. Berlitz, attempted to replace the traditional rationalistic Grammar-Translation Method with communicative language teaching methods. At the English Language Institute at the University of Michigan several years after its founding in 1941, Charles Fries maintained that students should not learn "about the language," but rather "learn the language."

During World War II, linguists were called upon to develop methods and materials to enable Americans to speak various other languages quickly and practically. Their high-profile successes and the post-war emergence of English as the undisputed international language, as well as the increased interest of language teachers and psychologists in the new methodologies, furthered the development of ESL as an academic and professional field.

Today Teachers of English to Speakers of Other Languages, Inc. (founded in 1966) lists 171 institutions (seven in Pennsylvania) offering professional preparation programs in TESOL in the United States.

Current approaches

It is generally agreed that the Grammar-Translation Method, by which many of us learned languages in schools, has very little to offer the current practitioner, whose goal is to foster the ability to communicate in everyday life. This is not to say it has nothing to offer, and most ascribe to the eclectic "whatever works" approach, drawing from all possible sources for methodology, techniques, and materials.

Other early approaches, i.e. the Direct, Audiolingual, and Situational Methods, share several basic principles: primacy of and emphasis on oral-aural skills; exclusive use of the target language; use of situational dialogues in conversational style; action, realia, and pictures as teaching tools; and inductive, controlled (from simple to complex) presentation and learning of grammar and culture.

More recent approaches have not only been reactions to and/or expansions of earlier approaches (including those based on behavioral psychology) but have also been heavily influenced by cognitive and humanistic psychology and by research on Second Language Acquisition (SLA) from the developing fields of applied linguistics, psycholinguistics, and sociolinguistics. The early work of Chomsky (1957), recognizing deep, or abstract, structure beneath mechanical surface grammar, constituted major revolution.

The Affective-Humanistic Approach, including Suggestopedia and Community Language Learning, stresses the importance of the individual and his feelings, atmosphere, meaningful communication, and student interaction. The teacher as facilitator or counselor may be required to speak the students' native language as its use and translation may be essential.

The Comprehension Approach, including The Natural Approach and Total Physical Response (TPR), puts great emphasis on listening to meaningful language. Meaning is illustrated and reinforced by student as well as teacher action. Speaking follows listening and, as in all of the more recent approaches, errors are to be expected and tolerated, or even analyzed and used constructively.

The Communicative Approach views language as only one part of communication. Focus is on functions of authentic language in situational and social context. Discourse involving unverbalized feelings, intentions, and choices takes place in role- and game-playing classroom activities. Fluency rather than error-free language production is the major goal. Students are encouraged to develop their own strategies for comprehension.

This overview is necessarily brief and resultingly sketchy. Many theories, techniques, developments and issues have not even been mentioned.

For further and more detailed information about ESL, see: *Techniques and Principles in Language Teaching*, D. Larsen-Freeman (Oxford University Press, 1986); *Teaching English as a Second or Foreign Language, 2nd Ed.*, M. Celce-Murcia (1991); and *Issues in Second Language Acquisition-Multiple Perspectives*, L. M. Beebe (Newbury House, 1988).

LEP adults

Current general principles of adult education are, of course, applicable to the Limited English Proficiency (LEP) adult who is a refugee or immigrant in an English-speaking country. The learners bring a wealth of experience and expertise to the classroom. On the other hand, they have demanding responsi-

bilities to fulfill. LEP adults, however, find themselves in a child-like position, unable to easily communicate their needs and desires, nor can they express their knowledge, views, and feelings. Their responsibilities are doubly onerous because of communication deficiencies. While they may be suffering from culture shock and/or physical debility, they are faced with the formidable task of acquiring a new language as an adult. These factors place special demands on an ESL program and particularly on the classroom teacher (who will also reap special rewards for skill, patience, empathy, and cultural respect).

Within the uniqueness of ESL and of LEP students lies a multiplicity of cultures, backgrounds, and individuals. Each program must be geared to the particular populations comprising its student body. Broad-based multicultural sensitivity is an essential ingredient for successful education.

Considerations for administrators

While many details concerning an ESL program may be left in the hands of an ESL coordinator or teaching staff, the administrator should have sufficient understanding and information about this unique field to make informed choices and decisions.

Recruitment of students often stays on the more direct avenues of personal contact and networking among target populations, bilingual notices within the community, and referrals from other agencies. Intake procedures must allow for translation into native language by a translator or, more likely, by a more advanced student, relative, or friend. On the other hand, an intake interview, conducted by experienced ESL staff, serves as the first evaluative tool and may be the only necessary procedure for placement.

Homogeneous grouping according to language ability is not easily accomplished given a wide range of educational backgrounds and all possible combinations of varying abilities within the four skill areas of listening, speaking, reading, and writing. Syllabus, materials, and teacher preparation/orientation must be flexible enough to meet this condition.

Optimal class size is 12 with a maximum of 15. This allows for whole-group activities as well as substantial student interaction. Tables and chairs, rather than individual desks, may not only be easier to provide but also contribute to an informal atmosphere where the teacher can take various roles ranging from authority to observer.

A coherent curriculum or syllabus which is based on an explicit philosophy and goals (which are in turn based on sound ESL principles) must be adopted or developed. A standardized evaluation instrument should be chosen accordingly. During the late '70s and through the '80s, a wealth of material has been published or has become available through AdvancE and other clearinghouses. Though practitioners are no longer forced to develop their own techniques and materials, they should be encouraged to continue to do so. Though some excellent basal series are available, none are sufficient to the task. Supplemental texts, as well as a library of supplemental and resource materials, must be provided.

Many, if not most, of the ESL teachers practicing their art in Pennsylvania and throughout the world do not hold degrees in this field but have developed their skills through informal and/or formal training, classroom and program experience, independent study, and creative interaction and planning.

Professional staff should have and maintain a broad knowledge of the ESL field and its many basic and innovative techniques. Volunteer tutors, with extensive initial training and ongoing support, can be extremely satisfied and effective in the role of classroom teacher. Retention of both students and volunteer teachers may be enhanced by an intergroup refreshment-social break in the class period. Events and trips which encourage the sharing of cultures also contribute. One credo of ESL stays constant: *Have fun!*

—Janice R. Frick

Developing a workplace curriculum

As adult basic education enters the workplace, curriculum development is becoming a critical factor in the design and implementation of a successful program. Traditional adult education curricula that work quite well in a more academic setting tend to fall short when applied to a business world where increased productivity is the desired educational outcome. If curriculum development is to meet the needs of workers *and* employers, hierarchical approaches to curriculum development must be replaced by contextualized skill development. Workplace learning must have concrete ties to workplace skills or the mismatch between worker abilities and worker skills will continue to escalate in the coming decade.

Before curriculum development can begin, a needs analysis must be completed and target groups identified for educational intervention. Specific jobs are then examined in order to determine those educational skills which are necessary for adequate task performance. For example, a kitchen worker in a nursing home may need the following educational skills in order to perform his/her job adequately: 1) the ability to read menus written at approximately a 6th-grade level, 2) an understanding of the color coding system for special diets, and 3) the ability to correctly manipulate standard units of weight and measure. These competencies become the primary goals upon which the curriculum is built.

One of the greatest challenges in designing workplace curricula is juggling the varied perspectives of teachers, workers, and management. When determining curriculum goals, it is important that each of these groups feel some ownership toward the stated goals. Although a thorough task analysis is the foundation of the curriculum, input from management, workers, and instructors must round out the picture. The kitchen workers who need to read menus to do their job may have other educational priorities, such as obtaining a driver's license or increasing their mobility within the company. Management may decide it wants all employees to have high school diplomas.

The greater the feeling of ownership toward the curriculum goals, the more cooperation can be expected from each of these groups. An effective curriculum designer must mediate among the varied, and sometimes divergent, educational objectives within the workplace and represent all perspectives within the curriculum goals.

Once the instructional goals have been identified and agreed upon by all involved parties, a task analysis is performed on each of the goals to isolate specific objectives. Whereas traditional educational frameworks move from general to specific knowledge, contextual instruction begins with the concrete and moves toward the abstract. In the case of the kitchen workers, this means beginning instruction with the menus and moving toward a more comprehensive reading program. The immediacy of worker need is the criterion used to determine the instructional sequence. Cognitive theory should certainly be recognized and taken into account, but it must also be tempered by the functional context of the workplace.

A fundamental consideration in creating levels of instruction should be the need of workers, management, and teachers to recognize significant achievement and continued progress toward the stated goals. If levels are defined too broadly, it is difficult for workers to recognize achievement. If there are too many levels within the curriculum, the pride that workers take in moving from one level to the next is greatly diminished. Assessment instruments must be developed to place students at the appropriate instructional levels within the curriculum. Further, student progress and overall program effectiveness must be assessed before the curriculum can be deemed successful.

A workplace curriculum is never really finished. As a company grows, job skills change, workers change, and there is a constant need to review, revise, and update curriculum content. If workplace education is the key to a literate population, adult educators must do everything in their power to design a methodology for creating workplace curricula capable of meeting the needs of an ever changing workforce.❧

—*Sandra J. Strunk*

Family literacy

Children need positive guidance and a supportive home environment to develop a "sensitivity to the sounds and rhythm of words and their meanings, a love of books and an ease of oral communication" (*Becoming a Nation of Readers*). These skills are basic to both the process of reading and to general educational achievement. Researchers conclude that success in reading also depends on wide experience in talking and learning about the world, early experiences with written language such as seeing parents writing, and having parents read to their children. Because shared literacy activities between parents and children are now understood to be not luxuries but necessities for language skill development, researchers and practitioners are advocating family literacy education.

Family literacy programs are specially designed programs that focus on improving the literacy of educationally disadvantaged parents and their children. These programs are varied in design and administration and are sponsored by a variety of agencies and initiatives. Nickse (1989) organizes family literacy programs into four types depending on the intensity and type of intergenerational activities. These types range from highly structured programs in which both parent and child receive direct instruction (e.g. Even Start) to loosely structured programs in which enjoyment of literacy activities is the key component (e.g. storytelling and read-alongs). Nickse's matrix can provide a framework through which program planners can conceptualize new or expanded family literacy programs for their communities.

Successful family literacy programs generally use a functional context approach to instruction which embeds basic skills instruction in a relevant context. Parents in the family literacy program, for example, are taught basic skills within the functional context of family and parenting needs such as promoting education in the home, fostering the development of essential literacy skills, and working effectively with teachers and schools. In this way, individuals not only improve basic skills important to performing specific literacy tasks but also master the content knowledge necessary for effective parenting. Adults find this instructional approach motivating, because they are improving their literacy skills using relevant materials and can see an immediate application of the skills to their lives.

The Bureau of Adult Basic and Literacy Education has supported various family literacy programs through the Adult Education Act, Section 353 for Special Experimental Demonstration and Staff Development Projects. The following descriptions highlight two recent 353-funded family literacy programs.

■ The Lutheran Settlement House Women's Program developed a curriculum, *We Are All Family*, as part of a 353 project on family literacy. This multicultural curriculum, comprised of materials written by adult learners, is divided into two sections. Section 1 includes writings on diverse families, adult learners' and their children's school experiences, and the differences between real and TV parents. Parents improve their basic skills while reading about and discussing issues related to parenting and education. Section 2 includes writings about teaching children in the home and literacy activities that parents can do with their children. This section provides practical, easy-to-do activities to expand their children's literacy and numeracy skills.

■ State College Area School District (SCASD) Community Education developed a family literacy project that includes a model story hour program with a *Read With Me* instructional guide, read-aloud training, and library use information. This project provides parents with opportunities to model parent-child literacy activities and access to community resources such as the public library. SCASD staff implemented this program with families residing at a shelter for the homeless, parents in ABE/GED classes, parents of Chapter 1 program students, and teen parents from the SCASD Teen Parent Program.

State-funded (Act 143) and federally funded programs (e.g., Adult Education Act, Even Start Family Literacy Program, Library Literacy Program), as well as various private founda-

tions, support family literacy projects. Information on the funding and development of family literacy programs can be obtained through the Institute for the Study of Adult Literacy at Penn State, Commonwealth Libraries, and the National Center for Family Literacy. Completed model projects are available on loan through the state literacy resource centers.

—Barbara Van Horn and Christine Miller

Varieties of computer-assisted instruction in adult basic and literacy education

There are many reasons for incorporating computer-assisted instruction into adult basic and literacy education: enhanced student recruitment and retention; accelerated, relevant, and individualized learning; and improved levels of self-esteem among participants.

Software is available that can assess learners' abilities and needs in areas such as basic number concepts or grammar, teach and reinforce specific skills from typing to check-writing, and let them express themselves in desktop-published newsletters... software which prompts students through the writing process from brainstorming through final editing...software that lets students blast the correct solution with a mouse click...software which "talks" and accepts voice input from teachers and learners ...and software which encourages group decision-making and problem-solving, sometimes over systems spanning the telephone lines.

The best software and systems are designed by master teachers and reflect a distillation of what is most effective and rewarding about their styles. And the hardware! CD-ROM, videodisk, and modems are all becoming easier to use and afford, all adding visual and auditory dimensions to whatever material is being presented.

On the other hand, there isn't yet a tremendous amount of software tailored specifically for adult basic education students, and some of what is available is overpriced, marginally useful, and buggy. The theoretical groundwork behind many of the programs seems a little suspect, a little simplistic. It is vital that adult literacy educators maintain an actively critical perspective to analyzing software, and give that input to software designers.

In this society, computers are involved in almost every job setting, and many personal settings. A tutor or teacher can help provide learners with access to these powerful tools, which can increase both their workplace skills and their self-esteem.

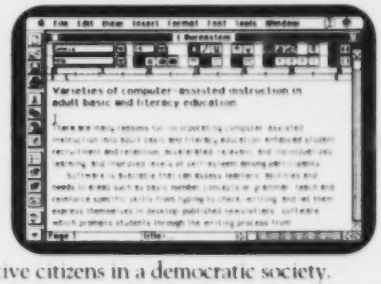
The stereotypical CAI is drill-and-practice software, where the learner receives pre-and post-testing, instruction, and practice using the subject matter, using some form of Cloze or multiple-choice testing to evaluate learning. The best of these allow for a relatively wide variation in learner responses. Some have entertaining and meaningful graphics and animation which help reinforce or illustrate concepts, and use games as exercises. Many of these programs exist, of varying quality and scope. Some are well-designed and inexpensive, focusing on one specific skill and exploring it deeply. They may be editable, so teachers can add their own exercises.

Some coordinated sets of CAI programs, called Integrated Learning Systems (ILSs), are made to bring learners through the equivalent of several years of school, or an entire GED program. ILSs typically have elaborate tracking mechanisms for evaluating students and correlating their scores to standardized tests such as the TABE. Some of these programs have exciting multimedia components, such as full-motion video or extensive audio. These features can be especially valuable for entry-level learners, and the programs are designed to let them progress independently.

Simulations, another type of CAI, encourage learners to explore and test assumptions in various "real life" situations, such as starting a business or making a political choice. Some of these programs are designed for multiple players and aim to improve decision-making, group process activities, and problem-solving.

A nonstereotypical form of CAI emphasizes the use of computer tools to augment the classroom curriculum. For instance, if learners are allowed and taught to use word-processing programs to write their GED essays, they are accomplishing at least three things simultaneously. They are able to focus more on their uniquely human ability to think about what they want to write and how they want to write it and less on how it will look on a page or how much laborious time they will have spent recopying it by hand to make it perfect. Instead of seeing writing as a sacred, untouchable proposition, they learn to see text as flexible and editable, related to speech, when they print out copies and hand them around. And they learn two marketable skills, typing and word-processing.

Learners can compile budgets on spreadsheets, learning the meaning of charts and graphs in the process. They can keep lists of recipes or addresses on databases, use graphics programs to express themselves visually, and put it all together by engaging in a desktop publishing project such as a newsletter. This is as relevant as it gets, and the learning directly transfers to the workplace and to being active citizens in a democratic society.



Adult literacy practitioners can provide a valuable service by becoming familiar with the available software, stereotypical or not, and utilizing the best ones they find.

Several agencies in Pennsylvania, such as the Institute for the Study of Adult Literacy at Penn State (814-863-3777), the Technology Project of the National Center on Adult Literacy (215-898-1925), and the Office of Computing Services at Drexel University (215-895-1282) provide various levels of support for adult basic educators interested in utilizing computers in their programs.

—Ben Burenstein

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Curriculum resources for adult education programs

Gone are the days when adult educators had no choice but to teach the Sears catalog because most of the materials published for adult learners were modifications of children's texts. Today, we are faced with a plethora of attractive materials designed specifically for adult learners. If today's teachers are using the Sears catalog, it's an intentional lesson in applying skills to real life.

However, the natural response for many, under present time and monetary constraints, is to stick to what they know. Yet resources often determine learning approaches. It is hard to provoke group discussion when all your ABE materials feature a programmed learning format, or to promote the confidence that comes from individual exploration when all your ESL workbooks stress class drill or role playing.

Malcolm S. Knowles identified the most useful techniques for encouraging learning in various behavioral categories:

Change in:	Appropriate techniques:
1. Knowledge (digestion of information)	Lecture, interview, reading, debate, audio-visual
2. Understanding (application of skills)	Discussion, demonstration, case study
3. Skills (performance of new ways)	Practice exercises, drill, demonstration, coaching
4. Attitude (accepting new feelings)	Role playing, discussion, cases, games, counseling
5. Interests (exposure to new activities)	Trips, reading, exhibits, audio-visuals

Do your current materials and resources encourage teachers and tutors to use the full range of appropriate techniques in assisting adult learners to enlarge their knowledge, skills, and perspectives? Are they the best available at an affordable price? If the learning environment is to provide options in materials and methods that suit adults' varied learning strengths, educators must experiment with a wide variety of resources. In addition to standard texts and workbooks, there are:

1. Programmed materials: In a format geared to self-instruction, adults can learn at their own pace and instructors can manage large groups of adults with diverse abilities and interests. These materials provide immediate feedback, reinforcement, and the opportunity to follow particular interests. Disadvantages include the need for supplementary material to overcome deficiencies in some areas, a tendency to bore students if program sequences are paced too slowly, a lack of interaction between teacher and student, and a forestalling of the creative processes of thinking and reading.

2. Computer-assisted instruction (CAI): This high-tech expansion of the programmed format increases the number of adults that can be served simultaneously while providing individualized level, pace, and feedback. Its advantage over printed programmed materials lies in its diagnostic, monitoring, and selection system, which can serve as a blueprint for the instructor or provide the learner with options for bypassing selected step-by-step sequences. This eliminates the tedium of confronting irrelevant or repetitive material. (For more on CAI, see previous page.)

3. Instructional aids: Proper use of an overhead, slide, or motion picture projector; camera; calculator; typewriter; television; and tape recorder can enhance learning activities. Such resources must be appropriate to content and technique. Teachers who investigate, analyze, and try out new types of equipment and software should be involved in any purchasing decision. Instructional aids require not only teacher/tutor preparation prior to use but learner preparation and follow-up as well. Adult students need to know what to look for in presentations and to understand how their various learning activities are related.

4. Informational materials: "Homemade" materials can be helpful in enhancing or filling in gaps in commercial materials. They involve students in their own learning and provide unique resources whose familiarity, relevance, and emotional content may be particularly useful tools for new readers and writers. Photographs, interviews, and taped stories aid in role playing and may stimulate discussions that lead to changes in the adult's attitudes, insights, or interests.

Selecting materials

An understanding of adult learners, their characteristics, and their needs is the best guide to selecting appropriate material. No single method of instruction is suitable to all learners. Rather, provide a variety of up-to-date basic, supplementary, and reference material. The "Checklist for evaluating instructional materials," developed by the Virginia Commonwealth University Materials Resource Center and reproduced on the next page, is both comprehensive and easy to use.

You will find a current, annotated listing of resources for ABE/GED/ESL/Literacy/Workplace learners in *The ABLE Guide*. Also check *Freebies for ABLE*, a catalog of materials available at no charge. Other bibliographies featuring adult learner resources are listed in *The ABLE Sampler: A Professional Development Guide for Adult Literacy Practitioners*. All three books are available on loan from AdvancE.

—Sherry Royce

"Don't lose touch with the daily activities of students, staff, instructors."

—Stephen Wegener
Adult Education Specialist
ARIN IU 28 Adult Learning Center, Indiana

Checklist for evaluating instructional materials

(S = Strong ■ A = Adequate ■ W = Weak ■ N/A = Nonapplicable)

	S	A	W	N/A
GOALS AND OBJECTIVES				
1. Purpose and rationale fully explained	___	___	___	___
2. Goals and objectives clearly identified	___	___	___	___
3. Content directed to stated goals and objectives	___	___	___	___
4. Procedures include ways to determine student's readiness	___	___	___	___
5. Assessment of student achievement included	___	___	___	___
VALIDITY				
6. Authors appear to be qualified	___	___	___	___
7. Materials have been field-tested	___	___	___	___
8. Evaluation of materials used	___	___	___	___
CONTENT OF MATERIALS				
9. Concepts well developed and sequentially developed	___	___	___	___
10. No confusing and/or conflicting concepts	___	___	___	___
11. Skills sequenced, introduced, and reviewed	___	___	___	___
12. Major points clearly identified	___	___	___	___
13. Audio-visual elements integrated	___	___	___	___
14. Reading level is appropriate for student in this program	___	___	___	___
15. Materials can be worked with independently or minimum help	___	___	___	___
16. Content will stimulate and challenge students	___	___	___	___
OBJECTIVITY				
17. Information is factual	___	___	___	___
18. No racial, sexual, or religious biases	___	___	___	___
19. Portrayal of racial, religious, and ethnic groups builds understanding, appreciation, and acceptance	___	___	___	___
COMPONENTS AND ORGANIZATION				
20. Materials not too large, bulky, or complex	___	___	___	___
21. Materials are relatively easy to use	___	___	___	___
22. Special in-service training is required	___	___	___	___
23. Materials are well designed and packaged	___	___	___	___
24. Materials are reasonably priced	___	___	___	___
TEACHER MATERIALS				
25. Adequate teacher guides or manuals provided	___	___	___	___
26. Provision for teacher-student interaction	___	___	___	___
27. Suggestions and instructions for meeting needs of students of varying levels are included	___	___	___	___
28. Suggestions for related learning activities are included	___	___	___	___
SUMMARY AND RECOMMENDATIONS				
29. Materials would make a meaningful addition to the classroom	___	___	___	___
30. Materials do what they are intended to do	___	___	___	___
31. I recommend the purchase of these materials	___	___	___	___

Developed by the Virginia Commonwealth University Materials Resource Center

Counseling for academic needs—now and in the future

Frequently, academic counseling is viewed as superfluous in the adult education arena. Is academic counseling appropriate for the student who lacks basic survival skills, the student who *only* wants a GED certificate, or any adult student who has no interest or aptitude for a college or university? Educators reason that since many adult students have a host of impediments to future academic achievement, such as family responsibilities, financial obligations, language barriers, and even learning disabilities, such counseling should be reserved for the exceptional student. Instead, academic counseling should be viewed as a right afforded any adult who chooses to continue his or her education.

Part of the difficulty in determining the extent to which academic counseling is appropriate for a given student is the lack of a clear definition for the term *academic*. In most public high schools, the word has come to designate a course of study designed for students who plan to pursue a four-year degree at a college or university. Yet, this was not always the case. The word *academy*, from which *academic* is derived, originally referred to a garden or grove near Athens where Plato and his followers held their philosophical conferences. The only prerequisite for admission to Plato's academy was a willingness to examine the many facets of life through rational inquiry. These areas were not artificially stratified according to economic or cultural values of the day, but were eclectic in nature. The individual examined those facets of life which held the most meaning for him rather than those which would bring the greatest prestige or economic success.

Pragmatism has long been a cornerstone of adult education. Our curricula are competency-based; our students are goal-oriented. The GED has become a paradigm of success, the standard used to differentiate the educated from the educationally disadvantaged. Yet, in our race to alleviate a student's economic barriers, have we failed to give him or her a true picture of the wealth inherent in the acquisition of knowledge for its own sake? Academic counseling, in its broadest sense, helps a student explore those areas of knowledge which hold the greatest meaning for him or her. After all, of what use are life skills when life holds little or no meaning for the individual? As educators, we have an obligation not only to help students learn survival skills, but also to facilitate a student's lifelong process of rational inquiry. If our own view of education is myopic, can we expect any more than that from our students?

Providing options

Unlike children in the public schools, every adult education student has a right to determine his/her own individual course of study. It is the task of the academic counselor to present options for study both inside and outside the adult education classroom. Curiosity is the foundation of knowledge, and the academic counselor must be able to mediate between a student's innate curiosity and the existing educational structure. This is not an easy task. On a day-to-day basis, this might mean helping one student prepare for an SAT achievement test in physics while locating an ABE text on Greek cooking for another. Certainly, we can't be all things to all people, but we can facilitate learning outside the mainstream of the traditional adult education curriculum. Further, we can view milestones such as the GED as one step in the educational process rather than the end of the adult learning experience. This would allow the adult education student the option of continuing his or her studies after successfully passing the GED examination. Options for doing so and guidance in following the necessary procedures should be available in the adult education program.

Innate curiosity does not limit itself to the five subject areas on the GED. Educators must *ask* students what they *want* to learn rather than *dictate* subject areas that are convenient to teach. This doesn't mean that adult educators should throw pragmatism out the window and begin holding philosophical discussions in olive groves, but we must begin to temper our pragmatism with academic counseling in its broadest application. Regardless of whether a student plans to continue his/her studies at a college or university, everyone has a right to learn as much as possible about the world in which we live. If we are to *educate* rather than teach, academic counseling must become an integral part of the adult education program.

—Sandra J. Strunk

Counseling for students' personal needs

Counseling for personal needs is a critical component of a successful adult education program. While educating the adult student, a program should focus on the individual as a whole person. ABLE students often are dealing with complex issues in their lives that directly affect their ability to learn, retain information, and function in an educational setting. The counselor's and teacher's sensitivity can reduce attrition due to stress from these factors.

One such issue is self-esteem. Often adult learners carry with them the stigma of being perceived as stupid and unable to learn. Self-image is directly connected to classroom performance. If students think they will fail, often they do. Unintrusive, confidential counseling can help them connect to who they really are so they can look objectively at how they view themselves. They can work on blocks to personal growth and explore ways of coping. They can recognize their own strengths and be affirmed as capable people who can reach their goals.

Issues relating to the home environment have a strong impact on the adult learner's ability in the classroom. Knowledge of the student's support network, or lack of family support, is crucial. This is especially true if domestic violence is involved. If a student and/or her children are experiencing physical abuse, studying or even thinking about school can become stressful. Abuse issues can be dealt with and counseling options discussed on an individual basis. Referrals to shelter, legal, and medical resources can be made through the counselor or a list of resources

that teachers should have available.

In addition, increased educational skills and enhanced self-esteem can change the power dynamics of relationships: Issues of family relationships, changes in family dynamics related to increased self-esteem and educational attainment, and issues related to the impact of program attendance on household management time are potential topics for classroom discussion, writing and problem-solving exercises, and peer support.

Helping them find resources

Basic needs of students must be met before they can focus on the educational aspect of their personal development. Finding solutions to practical, everyday problems can sometimes be overwhelming. Personal counseling sessions can be a means of making referrals and letting students know what resources are available to them. Staff can inform students about affordable housing; child care; jobs and training; food and fuel referrals; emergency shelter; legal, medical, and mental-health resources; drug and alcohol treatment programs; and transportation availability. A typed list of available resources is helpful. Knowing that these services exist, where to go, whom to talk to, and how to talk to them can be an invaluable resource for adult students. Oral communication and assertiveness training can be incorporated into the classroom through role plays and development or short plays or situational scenarios.

Effective follow-up is a necessary counseling component. Support throughout the problem-solving process to the resolution of an issue provides an important learning tool for the adult student. Weekly support groups facilitate peer problem solving. Issues of common concern can be addressed through the curriculum.

Personal counseling need not be conducted in a formal manner. Having available staff members—not just counselors—who are perceptive, knowledgeable, and caring, can supplement a formal counseling program. Just having someone who listens sympathetically, when no one did before, can make all the difference. In many cases, this is the only way students feel comfortable talking about what's on their minds.

Counseling for personal needs is an important part of the holistic approach to adult basic education. Each student is an individual with a unique combination of problems to address and strengths to deal with them. Our job as educators is to maximize the potential of each student and to use all the resources we have to do so. Counseling staff and teaching staff can work together to empower students, enable them to achieve realistic, attainable goals, and enhance program retention.

—*Carol Goertzel*

Career preparation for adult students

When adult students prepare for careers or to "re-career," as Roger Axford terms a career change, the first consideration is to identify career interest and aptitude. What kind of work would a student *like* to do, and does he or she have the aptitude to do that job or be trained to do it? This does not mean a person will do the same type of job his or her entire life. On the contrary, many people have four or five different careers in a lifetime. However, those who change *type* of job must be aware that they may not be paying into a substantial retirement system or may lose fringe benefits such as vacation and sick days. Changing jobs within the same company may not present such problems.

There are many sources of free career information, including *Occupational Outlook Handbook*, Pennsylvania Job Service, high school and college counselors and placement officers, libraries, labor unions, businesses and firms, trade associations, professional sources, personal contacts, JTPA, adult education programs, and teachers.

After discovering what he or she would like to do, the person must find out what the job requirements are. Is it possible to step into that job right now or is further training necessary? The *Occupational Outlook Handbook* and *Occupational Outlook Quarterly* are good sources of this type of information. They can be found at your local library, state job service, local high school and college libraries, or placement offices, or through personal contacts, such as business and industry personnel officers.

If training or education is a prerequisite, how can it be obtained? The local library, school guidance office, and adult education program can provide information. Social service agencies, public assistance offices, and vocational-technical schools can provide information on the availability of financial assistance for training from the Job Training Partnership Act, Job Corps, Targeted Job Tax Credit, on-the-job training, and other state and federal programs. Local high schools and colleges can provide financial-aid information for adults seeking a college education.

Direct students with specific needs to the *Directory of Counseling Services* prepared by the American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22340. This is available at most local libraries, job service offices, and other agencies working with specific needs groups.

The next step is to apply for jobs and get hired. When it comes to researching the job market, there are many avenues to explore besides the classified ads. Every county has a Private Industry Council that will assist income-eligible students in gaining employment. The state job service office can provide free information on many local, state, and federal jobs. (They can also provide counseling and testing for specific occupations.) Newspapers, libraries, school and college placement services, and employment agencies can provide information on job-search programs and informal job-search methods.

A Job Search Workshop designed for your students can help them direct their own job search by learning critical job-search skills: making phone contacts, filling out applications, writing letters and resumes, practicing interview skills, and planning the overall job-search strategy. Even stress management and assertiveness training have a place in such a program. Organizing the workshop in a group setting removes the sense of isolation that often prevents a successful self-directed job search. You can get free assistance from the Pennsylvania Job Service, JTPA

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programs, the local Chamber of Commerce, the Private Industry Council, the Public Assistance Office, school and college placement offices, and libraries.

—John A. Heisey

Outstanding student awards

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education honors ten outstanding adult students. Finalists are selected from more than 68,400 adult learners participating in the Department's literacy tutoring, ABE, ESL, and GED classes. The awards ceremony honoring the winners has become an annual feature at the legislative luncheon, held in February at the Adult Education Mid-winter Conference.

In October, program directors are urged to nominate a program participant who has overcome academic difficulties and onerous life situations to enter and achieve success in their program. These selections are considered in December by a 12-member Success Story panel drawn from ABLE tutors, teachers, counselors, administrators, and state advisors. Ten outstanding students are honored at the conference. Pennsylvania's winners have represented ABE/GED students at state, regional, and national conferences and have served as members of the Commonwealth's Adult Education Task Force.

Success Stories, a booklet honoring these winners, is published each year. It tells of lives made painful by physical and learning disabilities, damaged by bodily and verbal abuse, wounded by prejudice and abandonment, twisted by drugs and alcohol. It shows their struggle for success as a battle of will against circumstances. It celebrates the triumph of the human spirit over adversity. Following the model set by Pennsylvania, the American Association for Adult and Continuing Education (AAACE) coordinates a national search to identify and honor outstanding adult learners. To nominate one of your students for the national award, contact AAACE, 2101 Wilson Blvd., Suite 925, Arlington, VA 22201, phone 703-522-2234.

—Sherry Royce

How to organize and maintain an alumni association

Alumni associations have many benefits. They can encourage alumni's further educational development, enhance their feelings of self-worth, and promote your program and its stature in the community. But developing and maintaining an Alumni Association takes much effort. Why bother?

In Mifflin County, where an adult education Alumni Association has been active since 1985, the answers seem obvious. The benefits far outweigh the difficulties associated with the effort. This Alumni Association has brought many positive changes to its members, the Adult Center, and the community, and those associated with it are eager to share this success with other groups.

> **"Be direct and honest when dealing with staff and students."**
>
> ***—Jerry Valeri***
> ***Director, Federal/State Programs***
> ***AASD Consortia, Altoona***

An Alumni Association can make the staff's work easier. Alumni can recruit for you, tutor for you, and sponsor events. Most importantly, alumni can get the word out in your community about the need for and development of adult education.

Getting started may be the most difficult task. Keep in mind that you need only a few key participants to make the group a success. These key people can generate the involvement of others by providing an example. More and more alumni groups are expanding to include current students. The role of the group then becomes supportive and an aid to transition.

Membership drives can be carried out effectively by mail and follow-up phone calls to all graduates of your program. Follow-up communication is critical. Newspaper, radio, and TV ads, as well as word of mouth, are effective. Your staff can encourage alumni to use networking techniques to increase membership.

Still, maintenance of an Alumni group strongly relies on interesting meetings and activities for the group. In Mifflin County, the Alumni Association's activities fall into three areas:

- **Agency support:** Alumni Association members support the Adult Education Center's programs and activities. Alumni recruit many new students and discuss the programs with their network of contacts. Alumni participate in graduation ceremonies. Alumni conduct fundraising activities and donate proceeds to Adult Center needs. Alumni also work as tutors and operate a speakers' bureau on the Center's behalf.
- **Community service:** Many alumni projects are of a community-service nature. This gives many members their first experience in contributing to community events. It can also enhance the stature of GED graduates in the area and serve to promote adult education programs.
- **Personal development:** Alumni personally benefit from activities such as workshops, speakers, and mutual support. Seeing their development enhances current students' self-esteem and vision of their own future achievements. Alumni participate in counseling groups and writing, and job-search and craft workshops.

When organizing an alumni group, consider the fact that alumni's needs and interests are in a state of flux. Often, the Association's role in a member's life is to provide a transition to new areas of involvement, so active membership is not necessarily long term. There seems to come a time for most alumni when they move on to other things. Group continuity can be maintained by transferring leadership from one key group to another. For more information, contact the Adult Education and Job Training Center, 1020 Belle Vernon Avenue, Lewistown, PA 17044.

—Carol Molek

F

PROFESSIONAL SUPPORT

Literacy resource centers: AdvancE and more

In 1992, the Bureau of Adult Basic and Literacy Education obtained funding under the Adult Education Act, as amended by the National Literacy Act of 1991, to expand the information services of AdvancE (located in the Department of Education, Harrisburg) and to establish a second information center in the western part of the state. In addition to providing direct resource and staff development services to adult educators in Pennsylvania, the centers will serve as reciprocal links between the National Institute for Literacy and service providers. Coordination of literacy services within Pennsylvania, among the states, and with federal agencies is accomplished through dissemination of information to and from national, state, and regional resource centers using newsletters, state staff contacts, and other communication methods.

The Resource Centers have three primary goals:

■ **Provide computerized database searches of the Educational Resources Information Center (ERIC).** ERIC is an information system sponsored by the National Institute of Education. Through a network of 16 clearinghouses, including the Clearinghouse on Adult, Career and Vocational Education, educational information is identified, indexed, and disseminated. Many Pennsylvania Section 353 documents are included in the ERIC database. ERIC information includes:

Document citations: Materials cited include research reports, curriculum guides, program descriptions, and state-of-the-art papers.

Journal citations: Over 700 educational periodicals are indexed.

Adult educators can access ERIC resources through the Literacy Resource Centers. Center staff will conduct on-line computer searches to identify documents and mail printouts to users. Users then may request microfiche copies of full-text ERIC documents or photocopies of journal articles.

■ **Manage resource collections so that these resources are responsive to local program needs.** The resource centers maintain an extensive special collection of materials for teacher preparation or classroom use. The collections are periodically reviewed by experts in the field to ensure that resources are contemporary. Materials can be requested by subject or title and are loaned for four weeks.

■ **Serve as clearinghouses and disseminators of products and information about Section 353 demonstration projects.** Information about Section 353 demonstration projects is disseminated to educators in the state, to the National Institute for Literacy, and to other national clearinghouses. Project descriptions are disseminated annually in the *Adult Education 353 Special Projects Project Abstract Booklet*. Center staff also make an effort to circulate as many projects as possible by matching them with published material or by including them in subject searches where they otherwise might have been overlooked.

A new function of the expanded information services places emphasis on assisting nine regional staff development centers to improve and promote the diffusion and adaptation of state-of-the-art teaching methods, technologies, and program evaluations. (See page 42 for a complete list of these centers.) Center specialists work with advisory committees and knowledgeable experts to identify exemplary practices.

—Cheryl Harmon and Evelyn Werner

Graduate programs in adult education

Adult education, once experienced, can lay claim to the heart. Most of us came to the field as novices, tapped as teachers or trained as tutors to work with adults. Some of us working in business or social agencies came to an understanding after years of practice that what we were "doing" was actually adult education. But what separates the transient from the professional is commitment. Committed practitioners recognize adult education as a *calling* and seek to improve their skills and develop an understanding of the theory and research base of the profession.

Attending conferences, seminars, and workshops and networking with colleagues appear to be most adult educator's preferred methods of learning. Some practitioners learn their trade by self-directed reading and experimentation, while others feel the need to expand their understanding by undertaking formal coursework leading to a masters or doctoral degree in adult education.

ABLE staff who wish to pursue traditional college course work or independent study courses in adult education may have

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part of their tuition reimbursed through the Regional Staff Development Centers. If you are interested in pursuing graduate work, the following institutions offer programs readily available to residents of Pennsylvania.

Cheyney University of Pennsylvania
Master of Science in Adult Continuing Education
207 Browne Hall, Cheyney, PA 19319
Contact: Dr. Velma McLin Mitchell, Coordinator, ACE, (215) 399-2387/2406

The program leading to the Master of Science degree in ACE is designed for goal-oriented, continuous learning by adults in independent, group, or institutional settings. It targets individuals who are already working with adults and may need additional knowledge to increase skills and students interested in careers in adult education. The program of study is individualized, allowing each participant to utilize his/her work experience, educational background, and future career goals. High on the list of careers/interests are community education/development, management, training, religious education, staff development, literacy, adult basic education (ABE and GED), professional continuing education, gerontology, and human services.

The purpose of the ACE program is to develop competencies in those who work with adults in three basic areas: administration, counseling, and teaching. These competencies are developed through course requirements, field trips, reading and research, projects, a practicum, seminars, in-class/group discussion, and a thesis requirement. Courses may be selected from a specified professional core, the ACE Concentration, and cognate courses or areas of minor emphasis and electives.

Program requirements: The 33/36 hours required for the M.S. in Adult Continuing Education are distributed as follows: 3 professional core courses (9 hours), 6-7 ACE Concentration (18-21 hours), 1 elective (3 hours), and 1 program option: thesis/project/course (3 hours).

Entrance requirement: A bachelor's degree from an accredited college or university.

Indiana University of Pennsylvania
Master of Arts and Community Education
206 Stouffer Hall, Indiana, PA 15705
Contact: Dr. Trenton R. Ferro, Coordinator, Adult and Community Education, (412) 357-2470

The Master of Arts program in Adult and Community Education provides a balance of academic training, practical field experience, and individualized study. Students are able to enhance their abilities as professionals and develop the knowledge and skills needed to help adults learn in business and industry, health care, social services, community agencies, and other educational and programmatic settings. In addition, stu-

National ABLE resource centers

↔ The National Literacy Act mandated the operation of a number of clearinghouses for dissemination of adult basic and literacy information nationwide. Although we in Pennsylvania have enjoyed the services the AdvancE for many years, there are several national clearinghouses operated through the United States Department of Education (USDE) for the professional development of adult educators.

■ **Division of Adult Education and Literacy (DAEL) Clearinghouse.** An in-house operation of DAEL and USDE providing information on Adult Education Act (AEA) programs and innovative projects funded under the AEA. A *Bibliography of Resource Materials* is available by writing to: DAEL Clearinghouse, 400 Maryland Avenue, SW, Washington, DC 20202-7240. (202) 205-9996.

■ **Educational Resources Information Center (ERIC).** Funded by USDE, these 16 clearinghouses include the **Adult, Career and Vocational Education Clearinghouse**, 1900 Kenny Road, Columbus, OH 43210-1090. ERIC collects, analyzes, and distributes information from many sources, compiling them in an electronic database of over 750,000 journal articles, research and project reports, and other documents. ERIC resources are most easily accessible to us through AdvancE.

■ **National Clearinghouse on Literacy Education (NCLE).** This clearinghouse provides information and technical assistance on services to limited English proficient (LEP) adults and out-of-school youth related to adult ESL literacy and native-language literacy. Besides offering a substantial list of free publications on various topics, NCLE publishes a newsletter, *NCLE notes*, which is free on request from NCLE, 1118 22nd Street, NW, Washington, DC 20037. (202) 429-9292, ext. 200. Fax: (202) 659-5641.

■ **National Institute for Literacy (NIL).** Administered under an interagency agreement among the Secretaries of Education, Health and Human Services, and Labor. At this writing, they are creating a national database and a toll-free number of literacy providers and volunteers to access information on literacy issues. NIL, 800 Connecticut Ave., NW, Washington, DC 20006-2021. (202) 632-1500.

■ **National Center on Adult Literacy (NCAL).** Established at the University of Pennsylvania under funding from the Departments of Education, Health and Human Services, and Labor, this center focuses exclusively on research in adult literacy. Its newsletter, *NCAL Connections*, is available on request at no charge from NCAL, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111. (215) 898-2100. Fax: (215) 898-9804. Additional information on NCAL appears on page 68.

—Compiled from
What's the Buzz?, A.L.L. Points Bulletin,
and Freebies for ABLE)

dents have opportunities to develop networks and monitor relationships with practicing professionals in adult and community education.

Program requirements: A minimum of 36 hours is required for the M.A. in Adult and Community Education. The normal program includes 7 core courses (21 hours), internship (6 hours), 2 electives (6 hours and a thesis or non-thesis option).

Entrance requirements: In addition to holding a bachelor's degree from an accredited college or university, applicants must fulfill IUP's Graduate School and ACE program requirements.

The Pennsylvania State University

Master of Education in Adult Education
Doctor of Education in Adult Education
403 S Allen Street, Suite 206, University Park, PA 16801
Contact: Dr. Jovita M. Ross-Gordon, (814) 863-3781

The Penn State masters program is designed for people who wish to work as practitioners in any adult education setting, most often as instructors, program planners, or administrators. Courses are offered at the University Park and Behrend campuses and the Monroeville Graduate and Continuing Education Center.

The doctoral program accommodates both part- and full-time students engaged or interested in careers, including adult basic and literacy education, corrections education, community development, and staff development. This program is designed to prepare adult education leaders. The program is individually tailored to provide flexibility and challenging learning experiences. It comprises a full-time faculty based firmly in the discipline of adult education. The D.Ed. is offered at University Park and Harrisburg.

Masters program requirements: M.Ed. 33 credits, 18 in adult education; a major paper.

Doctoral program requirements: D.Ed. 60 credits beyond the masters; 24 credits in adult education; 15 credits in a minor or general studies; 6-12 in electives; 15 credits for dissertation.

Masters and Doctoral entrance requirements: An application must be sent to the University, accompanied by all transcripts, scores of the Graduate Record Exam (GRE), and a "career letter" explaining how studies in adult education relate to the applicant's short- and long-range goals. Applications may be requested from the Graduate School at University Park. A few fellowships and assistantships are available to qualified full-time students. If you are interested in funding, submit your application by February for fall admission. Harrisburg campus applications are due by March 15th for fall admission.

Temple University

Master of Education
Doctorate in Education
Dept. of Curriculum, Instruction and Technology in Education
335 Ritter Hall, Philadelphia, PA 19122
Contact: Dr. Michael W. Galbraith, Coordinator of Graduate Studies in Adult Education, (215) 787-6189

Both graduate programs in adult education at Temple are designed primarily for practitioners whose principal concern is the education of adults. As such, teachers, administrators, counselors, training directors, and researchers form the nucleus of individuals availing themselves of these programs. The underlying theme of these graduate students is to better prepare themselves to serve the unique needs of adults in a variety of settings.

The program of studies for the doctorate is completely individualized. The candidate and three professors develop the program based on career aspirations for the candidate, the position(s) expectations, and input from the major advisor. Both degree programs offer courses at Temple in Philadelphia and at the Temple Harrisburg campus.

Master's program requirements: M.Ed. requires 30 credits established previously by the student and advisory professor based on the student's interests, career goals, and university guidelines plus a thesis. M.S. requires 33 credits including 3 for a master's project. Students who do not maintain a 3.5 average must take a comprehensive examination.

Doctor of Education requirements: Minimum of 78 hours of credit (including master's level work and up to 9 transfer credits); dissertation (including approval of proposal, completion, defense of dissertation).

Master of Education entrance requirements: Acceptable scores on Miller's Analogies Test.

Doctorate in Adult Education entrance requirements: Acceptable scores on Miller's Analogies Test or Graduate Record Examination. Completion of residency requirements. Three positive letters of recommendation. Financial assistance is available in limited forms through graduate assistantships and teaching associateships for masters and doctoral programs.

Widener University

Master of Education in Adult Education
Center for Education
One University Place, Chester, PA 19013
Contact: Dr. Patricia A. Lawler, (215) 499-4252

Adult education can be found in a variety of settings: corporations, colleges and universities, community organizations, adult basic education, health care institutions. The masters program at Widener University offers a flexible program of study to meet the needs of practitioners and future practitioners in this diverse and growing field. The core curriculum provides a foundation in theory and research. An academic advisor is assigned to each student to assist in the selection of electives. With these electives students may customize their program to fit their occupational experiences and goals. An independent study project completes the program, providing practical application of the student's knowledge. The program is part-time with evening and late-afternoon classes. The Widener campus is convenient to Rts. 95 and 476, with easy access and parking.

Program requirements: M.Ed., 30 credits, 15 core courses, 12 elective courses and an independent study project.

Entrance requirements: A bachelor's degree from a regionally accredited institution of higher education is a prerequisite for admission to graduate study. Prospective students should submit an application along with official transcripts from all previous graduate and undergraduate programs and two letters of recommendation from colleagues, supervisors, or college professors.

The Graduate Admissions Committee meets monthly during the academic year, and each student is considered when the application is complete.

The following two out-of-state programs are included because Pennsylvania adult educators have participated in them and found them attractive alternatives. For details, contact the institutions directly.

Teachers College, Columbia University
The Adult Education Guided Independent Study Doctoral Program (AEGIS)
Adult and Continuing Education
Department of Higher and Adult Education
Box 50, 525 W 120th St., New York, NY 10027
Contact: Dr. Victoria Marsick, (212) 678-3760.

Nova University
Doctor of Education in Adult Education
Programs for Higher Education
Center for the Advancement of Education
3301 College Avenue, Ft. Lauderdale, FL 33314
Contact: Dr. Ross E. Moreton, Director, (800) 541-6682, extension 7380, or (305) 475-7380.

—Sherry Royce

PAACE: Pennsylvania Association for Adult Continuing Education

The mission of the Pennsylvania Association for Adult Continuing Education (PAACE) is to serve the needs of adult learners through basic and higher education. The organization's members are teachers, professors, tutors, administrators, counselors, students, librarians, and volunteers. They work in a variety of settings in the basic and higher education arenas. The common bond is working with and for the adult learner.

PAACE is governed by a Board of Directors comprised of elected officers and representatives of the eastern, central, and western portions of the Commonwealth; advisory members; and representatives of the Pennsylvania Department of Education. Any individual who has been a PAACE member for at least one year is qualified to hold any office in the association. PAACE is affiliated with the American Association for Adult and Continuing Education (AAACE).

The goals of PAACE are to: 1) unite the profession, 2) advocate adult and continuing education, 3) share information with each other and the public we serve, and 4) share information about adult and continuing education with the membership, general public, and legislature, including the Midwinter Conference, the *PAACE Newsletter*, *The PAACE Journal of Lifelong Learning*, *The Membership Directory*, and awards to outstanding students and educators.

Special-interest sections

PAACE's special-interest sections enable members with common interests to join together to strengthen and promote those interests. Because these sections are an important part of PAACE, the Midwinter Conference program includes sessions reflecting the activities and concerns of the groups. The specific special-interest sections in which you may want to participate are listed on the membership application. For administrative purposes they are divided into the following four sections: Adult Basic Education/GED, including corrections, special needs, business and industry and armed services/veterans; Higher Education, including non-credit and continuing education; Literacy/TLC (see below); and English as a Second Language (ESL).

Membership categories

PAACE offers the following membership categories:

- Individual—$20/year
- Organizational—$40/year
- Student—$10/year
- Associate—$5/year
- Life Membership—$150.

For additional information or a membership application, write to PAACE, P.O. Box 3796, Harrisburg, PA 17105.

—Joan Y. Leopold

TLC: Tutors of Literacy in the Commonwealth

Established as a special interest section of PAACE, Tutors of Literacy in the Commonwealth (TLC) is Pennsylvania's organization of adult literacy providers. Member literacy organizations share the mission of providing one-on-one or small-group basic literacy instruction through trained volunteer tutors to adult residents of Pennsylvania who lack basic reading and writing skills. Although the organization's name includes the word *tutors*, its support network extends to program administrators and adult new readers as well as volunteer tutors, who are the heart of the organization.

TLC's purposes are to strengthen alternative approaches to teaching basic literacy skills to adults; to coordinate services for mutual assistance; to enlist the services of individuals active or interested in adult basic education; to initiate support and evaluate appropriate legislation; to promote the development of desirable additional basic education services; to disseminate information; and to provide continuity of purpose and effort in literacy movement in the Commonwealth.

TLC's member organizations provide mutual program and administrative support. Monies appropriated by Act 143, the

State Adult Literacy Grant, enabled TLC to upgrade and strengthen that support. Regional Training Consultants survey programs annually about specific local needs, then consult, train, or broker services to meet those needs. As a result, local tutor training autonomy has been extended to more programs and presenters have been made available for in-servicing on requested topics. Also Regional Training Coordinators counsel fledgling or reorganizing programs. New Reader Representatives have networked with student support groups on a regional basis and have represented Pennsylvania at the National Adult Literacy Congress in Washington, DC. TLC publishes a quarterly newsletter, *The Literacy Connection*. In addition, TLC has sponsored the biennial Northeast Regional Adult Literacy Conference since 1987.

TLC's goals are to continue to meet the needs of local programs as they emerge and change; to bring the adult new reader to full participation at all program and management levels; and to be a clear voice for providers of volunteer literacy services. TLC invites volunteer-based ABE/GED/ESL/Literacy providers to participate in its organization and its mutual support.

—Sherry C. Spencer

The American Association for Adult and Continuing Education (AAACE)

The mission of The American Association for Adult and Continuing Education (AAACE) is to "promote adult learning by 1) providing leadership in unifying individual adult education practitioners; 2) fostering the development and sharing of information, theory, research, and best practices; 3) promoting professional identity and growth; and 4) advocating policy initiatives."

AAACE publishes *Adult Learning*, a practical magazine for professional adult educators; *Adult Education Quarterly*, a journal of research and theory; *Online*, the AAACE bimonthly newsletter on current events, legislation, and funding in adult education; and resource publications on current issues. The association sponsors an annual national conference as well as regional thematic and affiliate conferences, represents adult education interests at all levels of government, and sponsors travel opportunities and discount services to members.

Special program interests

AAACE's special interest groups include, but are not limited to, the following: 1) Adult Competency Education and Commission on Adult Education; 2) Correctional Institutions, Educational Media & Technology, Library Services, Home and Family Living; 3) Business & Industry, Continuing Professional Education, Vocational & Career Education; 4) Aging, Justice, Adult Learners with Disabilities, Women's Issues; 5) State Directors of Adult Education and Community Education; 6) Adult Psychology, Commission of Professors of Adult Education, Students in Adult Education.

Membership categories

AAACE offers the following membership categories:

- Benefactor—$199-1000+
- Professional—$105/year
- Sustaining or Student—$75/year
- Part-time teacher—$35/year
- Retiree—$25/year
- Institutional—dues depend on staff size

For further information, contact the American Association for Adult and Continuing Education, 2101 Wilson Blvd., Suite #925, Arlington, VA 22201, (703) 522-2234.

—Daniele D. Flannery

The GED Testing Service of the American Council on Education (GEDTS)

The GED Testing Service in Washington, DC, develops and distributes the GED Tests (Tests of General Educational Development). Originally developed by the American Council on Education in 1942 for returning World War II servicemen, the tests give adults who did not graduate from high school a chance to get a high school diploma, making them qualified for college enrollment, training programs, and job advancement. For some the reward is the satisfaction of attaining a lifelong goal. The tests, which last seven hours and 35 minutes, are given in five areas—writing skills, social studies, science, literature and the arts, and mathematics. Candidates must compose an essay as part of the Writing Skills Test. In Pennsylvania, this portion is scored by the GED Testing Service's Essay Scoring Service in Washington, DC.

The GED Tests focus not on facts and definitions, but rather on the knowledge and problem-solving skills gained from daily experiences and the information one learns in a lifetime. People may prepare for the tests by reading self-study books, watching programs on public television stations and cable channels, or participating in the classes offered in most communities.

The GED program is jointly administered through the Pennsylvania Department of Education. Nearly 27,000 Pennsylvanians took the GED Tests in 1991, with more than 18,000 achieving scores that earned them a Commonwealth Secondary School Diploma.

The GED Testing Service publishes a bimonthly newsletter,

GED Items, which is read by more than 20,000 adult educators nationwide. A toll-free hotline, 1-800-62-MY-GED, provides information about the program to English- and Spanish-speaking callers. For more information, contact the GED Testing Service, One DuPont Circle NW, Suite 20, Washington, DC 20036-1193, (202) 939-9490.

—Jean H. Lowe

National Center on Adult Literacy (NCAL)

The National Center on Adult Literacy (NCAL) at the University of Pennsylvania, established in November 1990, focuses on three basic goals: to enhance the knowledge base on adult literacy, to improve the quality of research and development in the field, and to ensure a strong, two-way relationship between research and practice. Three main program areas constitute NCAL's approach to achieving its first goal: participation and service delivery, learning and instruction, and impact and policy.

Part of NCAL's research strategy toward the second goal is to form partnerships with organizations, agencies, and individuals who do research in adult literacy and related areas and who collaborate in joint research and development projects with the Center. Among NCAL's partners are major federally funded research and development laboratories, university-based researchers, independent research and policy organizations, service delivery organizations, and community organizations for research and development.

The third major goal of NCAL is to ensure a working, two-way link between practitioners and researchers.

A variety of new technologies represent potential assistance for the delivery and management of literacy instruction. The Center is exploring the use of technology for adult education in those areas where major advantages might be realized. Through the newly created Literacy Technology Laboratory (LTL), NCAL is exploring a range of uses for technology in the total scope of adult literacy activities, including new instructional methods, online assessment, management information systems, and dissemination.

For more information contact NCAL, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111. (215) 898-2100. Fax: (215) 898-9804.

—Sandra K. Stewart

International Reading Association (IRA)

The goals of the International Reading Association for its 93,000 members are "to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit."

The Literacy Committee focuses on projects related to basic education for adults. A special-interest group (SIG) on adult literacy, which has grown to several hundred members, publishes a regular newsletter for its membership and plans a program presentation at the annual conference. Regional conferences are also held periodically.

The *Journal of Reading* is an excellent professional resource for adult educators since it usually includes one or more articles related to adult basic education each month. All IRA members receive *Reading Today*, a bimonthly newsletter with news and feature articles of general interest. IRA also has over 150 publications in print on reading and related topics, including some related to adult literacy.

IRA operates a Washington, DC, office for purposes of information and advocacy related to literacy. Membership information may be obtained by calling 1-800-628-8508, ext. 49.

—Eunice N. Askov

Keystone State Reading Association (KSRA)

The Keystone State Reading Association is a statewide organization in the Commonwealth of Pennsylvania comprised of individuals who are interested in reading instruction, literacy development, and the encouragement of lifelong reading habits. KSRA is the state affiliate of the International Reading Association, a worldwide organization with over 93,000 members.

KSRA has over 4,500 members in seven regions throughout the Commonwealth. KSRA members are united in their dedication and commitment to reading in Pennsylvania. Members include classroom teachers, college professors, reading specialists, parents, adult educators, college students, and school administrators.

Individuals may choose from three types of membership plans. Local council membership is available if there is a reading council in the particular geographical area. Special Interest Council (SIC) membership unites members across the state who share an interest in a specific area within the field of reading. At-large membership is available to individuals who do not have local councils available or who do not choose to participate in special interest councils.

Benefits of belonging to KSRA are many: receiving four issues of the organization's newsletter, *Keystone Reader*; participation in professional organizations; becoming and/or remaining aware of literacy issues; participation in the annual state reading conference at reduced registration fees; attendance at state and/or local council meetings; and hearing expert speakers, to name a few.

For membership information, contact Henry W. Palmeter, Lampeter-Strasburg School District, PO Box 428, Lampeter, PA 17537.

—Gail Y. Gayeski

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APPENDICES

The administrator's essential bookshelf

The administrator of an adult basic and literacy education program should consider developing a bookshelf of key "trade" literature. The bibliography which follows includes state-developed resources, various journals and newsletters, and standard texts.

General references

These references are readily available either from the AdvancE Literacy Resources Center and Clearinghouse (cited below as AdvancE) or from normal distribution channels of the Bureau of Adult Basic and Literacy Education (cited as ABLE Bureau). AdvancE usually maintains multiple copies of documents mailed by the Bureau.

Adult Basic Education Programs in the Commonwealth of Pennsylvania: Evaluation Report. Pennsylvania Department of Education. Annual. (ABLE Bureau)

Adult Education Act, P.L. 91-230, and the National Literacy Act of 1991 (P.L. 102-73). Federal Adult Education Act and Amendment. (Advance)

Adult Education State Plan. Quadrennial. Revised by Section IV, "Indicators of Program Quality," 1992: the set of quality indicators to be used by ABLE providers in Pennsylvania as of July 1993. (ABLE Bureau and AdvancE)

Adult Education 353 Special Projects: Project Abstracts. Annual. (AdvancE)

Adult Literacy Act of 1986 (Act 143). Pennsylvania source of state funding for literacy programs. (AdvancE)

Guidelines for 322 Regular Programs and 353 Special Projects. Guidelines are updated/changed annually and are "blanket" mailed to all providers. Each issue should be compared to the previous issue to verify changes in application procedures and grant administration of projects. (ABLE Bureau and AdvancE)

Periodicals

BCEL Newsletter. Newsletter on workplace/workforce literacy issues. Free but donations to BCEL accepted. Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, New York 10020. (212) 512-2415 or 2412.

FOCUS: A staff development bulletin describing exemplary 353 projects. Free. FOCUS Publications, 1938 Crooked Oak Drive, Lancaster, PA 17601. (717) 569-1663.

GED Items. Newsletter of latest developments in the Tests of General Educational Development and adult literacy topics. Free. GED Testing Service, American Council on Education, One Dupont Circle, Suite 20, Washington, DC 20036-1193. (202) 939-9490.

PAACE News and ***PAACE Journal of Lifelong Learning.*** Free with membership in the Pennsylvania Association for Adult Continuing Education. PAACE, Box 3796, Harrisburg, PA 17105-3796.

Report on Literacy Programs. Expensive (12 months: $228), but could be circulated among several providers for very current national news, organization, and grant information. Business Publishers, Inc., 951 Pershing Drive, Silver Spring, MD 20910-9973, 1-800-BPI-0122.

TESOL Quarterly. TESOL members' professional journal on current topics in teaching English as a Second Language. Teachers of English to Speakers of Other Languages, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.

What's the Buzz? Pennsylvania's Adult Basic Education Dissemination Newsletter. Free. David W. Fluke, Ed., Adult Education Linkage Services, Box 214, Troy, PA 16947.

Texts

The list of texts is based substantially on the ***ABLE Sampler: A Professional Development Guide for Adult Literacy Practitioners,*** produced by Dr. Sherry Royce, 1991. Secure a copy of that book for more detail on the listings here as well as information on additional books. Texts described below are available on loan through AdvancE. Of course, ***The Pennsylvania Adult Basic and Literacy Education Handbook for Program Administrators*** is essential to your collection as well.

Adult ESL Literacy: State of the Art. Aguirre International, 1992. Available from the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153. 1-800-443-ERIC.

This is a literature review which provides an overview of key issues as they are reflected in the literature. Inquire also about

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other 1992 ESL studies by Aguirre International.

Essential Volunteer Management. S. McCurley and R. Lynch. VM Systems and Heritage Arts Publishing, Downers Grove, IL, 1989.

A companion book to ***101 Ideas for Volunteer Programs,*** this workbook is a compilation of numerous suggestions about volunteer management. Includes job descriptions, recruitment, environment, terminating a volunteer's relationship, and staff support. Ample white space for notes.

Handbook of Adult and Continuing Education. S.B. Merriam & P.M. Cunningham. Jossey-Bass, San Francisco, CA, 1990.

Collection of 48 chapters by 69 authors on: Adult Education as a Field of Professional Practice, Adult Learners and the Educational Process, Major Providers of Educational Programs for Adults, and Adult Education Program Areas and Special Clienteles.

Leadership for Literacy. Forrest P. Chisman. Jossey-Bass, San Francisco, CA, 1990.

A straightforward appraisal of the status of adult literacy, challenging practitioners to carefully examine current practice. Makes a strong case for improvement in ABE planning, evaluation, and support at all levels.

Literacy at Work: The Workbook for Program Developers. Jorie W. Philippi. Simon and Schuster Workplace Resources, New York, NY, 1991, 1-800-395-7042.

The Workbook provides detailed information on how to develop and use the "functional context" approach to implement workplace literacy programs. It offers a logical, step-by-step process for developing each aspect of a workplace literacy program with a unique interactive format. Each chapter contains exercises to help users practice the techniques presented.

Marketing Workbook for Nonprofit Organizations. Gary J. Stern. Amherst H. Wilder, Inc., St. Paul, MN 1990.

Easy-reading, three-color workbook of sequential steps to promoting your organization through a marketing plan. Plan includes positioning your organization, conducting a marketing audit, conveying an image. Many tips and resources included.

Model Indicators of Program Quality for Adult Education Programs. Office of Vocational and Adult Education, U.S. Department of Education, July 1992. Order single, free copy from the Division of Adult Education and Literacy Clearinghouse, 400 Maryland Avenue, SW, Washington, DC 20202-7240, Order A-42.

This publication provides a set of eight indicators of program quality which has been used by Pennsylvania (see General References above and article on page 28) to develop its indicators of quality as required under the National Literacy Act of 1992. Indicators include standards and performance objectives.

Serving Culturally Diverse Populations. I. Ross-Gordon, L.G. Martin, and D.B. Briscoe, Eds. Jossey-Bass, San Francisco, CA, 1990.

Facts and theories on the participation in adult education by various cultural groups, as well as chapters on adult literacy, higher education, cultural issues in the workplace, self-reliance initiatives, parent education, community education, and popular education.❧

—Cheryl Harmon and Sherry Royce

ABLE—It's a date!

❧ Pennsylvania's adult education newsletter, *What's the Buzz?*, listed 93 *different* events (conferences, workshops, due dates for proposals, etc.) last year. This means each of us must pick and choose carefully those events which take us away from our programs and attempt to select those events which will contribute the most to our professional development. Many of us find the Fall Workshops and the Midwinter Conference meet our needs best, while others find real inspiration in listening to a nationally renowned adult educator present new ideas on the national level.

The high point of the fall season is the series of **ABLE Fall Workshops** offered regionally. Usually scheduled for late October and/or early November, the Fall Workshops offer concurrent presentations by ten to 15 ABLE practitioners with morning sessions being repeated in the afternoon, enabling you to attend two different presentations. Expenses for workshop attendance may be covered by your local program budget and usually coffee and donuts and lunch are served courtesy of the publishers who exhibit at the workshops. Workshops are held at four to seven sites throughout the state.

The **AAACE National Conference** is usually held during the first week of November. In 1993 it is in Dallas, Texas, November 17-20.

The Penn-Ohio Adult Education Conference is held in the last half of November. Location alternates between states; the 1993 will be in western Pennsylvania. A similar **Penn-New Jersey Adult Education Conference** is held sometime in January, and dates for a new **Mason-Dixon Adult Education Conference** (Pennsylvania and Maryland) will be announced.

Early February sees the statewide **Adult Education Midwinter Conference,** sponsored jointly by the Pennsylvania Association for Adult Continuing Education (PAACE) and the Bureau of Adult Basic and Literacy Education. The 1994 Conference is slated to be held in Hershey.

The COABE National Conference is usually in early April, and **Laubach Literacy Action** (LLA) alternates its biannual national conference with a Northeastern Regional conference such as that held in Pittsburgh in 1993.

Other important dates include **National and International Literacy Days, National Library Week, Newspapers in Education Week,** etc., along with meetings of statewide Adult Basic and Literacy Education groups such as **Tutors of Literacy in the Commonwealth** (TLC), the **Keystone State Reading Association** (KSRA), the **Corrections Education Association,** etc.

When do all of these meet? Read *The Buzz*. We try to give readers at least a two-month lead on important ABLE events and always feature an "It's a Date!" column. To be included on the mailing list write to Box 214, Troy, PA 16947.❧

—David W. Fluke

Publishers of adult education curriculum resources

The following chart lists publishers who offer adult education instructional materials. **BASIC** = levels 0-3; **ESL** = English as a Second Language; **ABE** = levels 4-8; **CBAE** = competency-based materials in consumer economics, employability, government and law, community resources, and health and safety; **GED** includes pre-GED and GED 8-12 materials; **CAI** = computer-assisted instruction in various subject areas. This list is updated from that which appeared in *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition*, based on a new survey of the publishers in early 1993. Contact the publishers or AdvancE for catalogs.

COMPANY	BASIC	ESL	ABE	CBAE	GED	CAI
Addison-Wesley Pub. Co. Route 128 Reading, MA 01867 800-447-2226 or (617) 944-3700		√	√			
Albany Educational TV 27 Western Ave. Albany, NY 12203 (518) 465-4741	(staff-development and promotional videos for adult education, not student materials)					
Amsco School Pub. 315 Hudson St. New York, NY 10013 (212) 675-7000		√	√	√	√	
Aquarius Instructional (see Phillip Roy)						
Barron's 250 Wireless Blvd. Hauppauge, NY 11788 800-645-3476 or (516) 434-3311	√	√	√	√	√	
Career Publishing, Inc. P.O. Box 5486 Orange, CA 92667 800-854-4014	√[v]	√[v]	√[v]	√[v]	√[v]	√[v]
Conduit/University of Iowa Oakdale Campus Iowa City, IA 52242-5000 800-365-9774 or (319) 335-4100						√
Contemporary Books 180 North Michigan Ave. Chicago, IL 60601 800-621-1918 or (312) 782-3987	√	√	√	√	√[v]	
Continental Press 520 E. Bainbridge St. Elizabethtown, PA 17022-2299 800-233-0759 or (717) 367-1836	√	√	√		√	√
Davidson & Assoc., Inc. 19840 Pioneer Ave. Torrance, CA 90503 800-545-7677 or (310) 793-0601		√				√
Dominie Press, Inc. 5945 Pacific Center Blvd., Suite 505 San Diego, CA 92121 800-232-4570		√				
EDL P.O. Box 210726 Columbia, SC 29221 800-227-1606	√[v]	√[v]	√[v]	√	√	√
Educational Activities, Inc. P.O. Box 392 Freeport, NY 11520 800-645-3739	√	√	√	√	√	√
Educational Design, Inc. 47 West 13th Street New York, NY 10011 (212) 255-7900	√	√	√	√	√	
Educational Press 111 Kane St. Baltimore, MD 21234 800-638-6470	√	√	√	√		√
Educators Publishing Service, Inc. 75 Moulton Street Cambridge, MA 02138-1104 800-225-5750	√	√			√	
Fearon/Janus/Quercus 500 Harbor Blvd. Belmont, CA 94002 *(scheduled to move in with Globe, below, Summer '93)* 800-877-4283	√	√	√	√	√	
Glazebrook and Associates P.O. Box 812 Frankfort, KY 40602-0812 800-633-6625				√[v]		√
Globe Book Company Simon & Schuster 240 Frisch Court Paramus, NJ 07652 (201) 592-2000	√		√	√		
Harcourt, Brace, Jovanovich The Psychological Corporation 555 Academic Court San Antonio, TX 78204-0952 800-634-0424	√		√[v]		√[v]	
Houghton Mifflin Co. One Beacon St. Boston, MA 02108 (617) 725-5000	√		√		√	
Institute for the Study of Adult Lit. The Pennsylvania State University 204 Calder Way, Suite 209 University Park, PA 16801-4756 (814) 863-3777	√		√	√		√[a]

[v] also offers accompanying video programs
[g] CAI only for GED preparation
[a] "all subject areas"

more...

	BASIC	ESL	ABE	GBAE	GED	CAI
Instructional/Commununications Technology, Inc. (I/CT) 10 Stepar Place Huntington Station, NY 11746 800-CALL-ICT	√	√	√	√	√	√
Jamestown Publishers, Inc. P.O. Box 9168 Providence, RI 02940 800-USA-READ	√	√	√		√	
KET, The Kentucky Network 560 Cooper Drive Lexington, KY 40502-2200 800-354-9067	√[v]		√[v]		√[v]	√[g]
Krell Software Corp. Flowerfield Bldg. #7, Suite 1D St. James, NY 11780-1502 800-245-7355 or (516) 584-7900	√	√	√		√	√
Lakeshore Learning Materials 2695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749 800-421-5354	√	√[v]	√[v]	√[v]		√
Learning Disabilities Resources P.O. Box 716 Bryn Mawr, PA 19010 (215) 525-8336 or 800-869-8336	√[v]		√[v]			
Learning Resources Inc. 420 N.W. Fifth Street, 1-B Evansville, IN 47702-0209 800-500-2020 or (812) 426-6377	√[v]	√[v]	√[v]			
Literacy Volunteers of America, Inc. 5795 Widewaters Parkway Syracuse, NY 13214 (315) 445-8000	√[v]	√[v]	√[v]	√		√
Longman Publishing Group 10 Bank St. White Plains, NY 10606-1951 800-447-2226 or (914) 993-5000		√		√		
McGraw-Hill, Inc. ESL Department 1750 S. Brentwood, Suite 280 St. Louis, MO 63144 800-624-7294		√				
MECC 6160 Summit Drive North Minneapolis, MN 55430-4003 800-685-MECC, x640 or (612) 569-1500		√				√
Media Materials, Inc. (see Educational Press)						
Milliken Publishing Co. 1100 Research Blvd. St. Louis, MO 63132 800-325-4136	√		√			√[a]
New Readers Press Box 888 Syracuse, NY 13210-0888 800-448-8878 or (315) 422-9121	√[v]	√	√[v]	√	√	√
Phoenix Learning Resources 2345 Chaffee Rd. St. Louis, MO 63146 800-221-1274	√	√	√			
Regents/Prentice Hall Simon & Schuster Education Group 113 Sylvan Ave., Route 9W Englewood Cliffs, NJ 07632 (201) 592-2000		√	√	√	√[v]	
Phillip Roy P.O. Box 130 Indian Rocks Beach, FL 34635 800-338-2644 or (813) 593-2700	√	√	√	√	√[v]	√
ScottForesman Lifelong Learning Division 1900 East Lake Ave. Glenview, IL 60025 (708) 729-3000		√				
South-Western Publishing Co. 5101 Madison Road Cincinnati, OH 45227-9985 800-543-0487 or (513) 271-8811		√	√	√[va]		√[a]
Steck-Vaughn Company P.O. Box 26015 Austin, TX 78755 800-531-5015 or (512) 343-8227	√	√	√	√	√	√
Sunburst Communications (see Wings for Learning/Sunburst)						
Sundance Publishers Newtown Rd., P.O. Box 1326 Littleton, MA 01460 800-343-8204	√	√	√			
J. Weston Walsh, Publisher 5101 Madison Road 321 Valley St., P.O. Box 658 Portland, ME 04104-0658 800-341-6094					√	√
Wings for Learning/Sunburst P.O. Box 660002 Scotts Valley, CA 95067						√

[v] also offers accompanying video programs
[g] CAI only for GED preparation
[a] "all subject areas"

GED Testing Centers in Pennsylvania

For more information, call PDE at (717) 787-6747.

No.	County	Location	Address	City	Director	Phone No.
0255	Adams	Lincoln IU 12	Billerbeck Rd., Box 70	New Oxford, PA 17350	Philip Monteith	(717) 624-4616
0470	Allegheny	McKeesport Sr. H.S.	1960 Eden Park Blvd.	McKeesport, PA 15132	Dennis Kuremsky	(412) 664-3658
0630	Allegheny	Connelley Tech. & Adult Ctr.	1501 Bedford Ave.	Pittsburgh, PA 15219	Alfred Fascetti	(412) 338-3740
0640	Allegheny	North Hills H.S.	53 Rochester Rd.	Pittsburgh, PA 15229	Ernest Froess	(412) 367-1488
0430	Armstrong	Armstrong School Dist.	410 Main St., Adm. Bldg.	Ford City, PA 16226	John Moore	(412) 763-7151
0500	Beaver	Comm. Coll. of Beaver Co.	College Dr.	Monaca, PA 15061	Fran Hilfinger	(412) 775-8561,x125
0225	Bedford	Everett Area Sr. H.S.	North River Lane	Everett, PA 15537	Frank Shaffer	(814) 652-9114,x230
0660	Berks	Reading Area Comm. Coll.	10 S. Second St.	Reading, PA 19603	Pieter V. Miller	(215) 372-4721,x280
0020	Blair	Altoona Senior H.S.	6th Ave. & 15th St.	Altoona, PA 16602	Ronald McGowan	(814) 946-8278
0750	Bradford	Towanda Area H.S.	High School Dr.	Towanda, PA 18848	Seth B. Johnson	(717) 265-2101
0860	Bradford	Wyalusing Valley Jr./Sr. H.S.	RD 2	Wyalusing, PA 18853	Seth B. Johnston	(717) 746-1498
0580	Bucks	Bucks Co. Comm. Coll.	Swamp Rd.	Newtown, PA 18940	Madeline Hufnagle	(215) 968-8466
0595	Bucks	Upper Bucks Co. AVTS	3115 Ridge Rd.	Perkasie, PA 18944	Joan Malonowski	(215) 795-2911
0720	Bucks	Wm. Tennent H.S.	Street & Newtown Rds.	Warminster, PA 18974	William Tomlinson	(215) 441-6230
0060	Butler	Butler Area Sr. H.S.	165 New Castle Rd.	Butler, PA 16001	Robert Kennedy	(412) 287-8721,x256
0350	Cambria	Meadowvale Annex	220 Messenger St.	Johnstown, PA 15902	Samuel Speranza	(814) 533-5520
0210	Cameron	Cameron County H.S.	Woodland Ave.	Emporium, PA 15834	Sharon V. Mallzia	(814) 486-3774
0340	Carbon	Carbon Co. Area Vo-Tech	13th St.	Jim Thorpe, PA 18229	Jeanne D. Stemler	(717) 325-3682
0030	Centre	Bellefonte Area Sr. H.S.	E. Bishop St.	Bellefonte, PA 16823	Alan Crafts	(814) 355-4833
0125	Chester	Chester Co. Job Dev. Ctr.	150 James Hance Court	Exton, PA 19341	Barry Sipes	(215) 524-5014
0722	Clarion	Clarion Co. AVTS	RD 2, Box 1976	Shippenville, PA 16254	Barbara Witkowski	(814) 226-4391
0110	Clearfield	Clearfield Sr. H.S.	RD 1, P.O. Box 910	Clearfield, PA 16830	John Himes	(814) 765-2401
0420	Clinton	Lock Haven H.S.	W. Church St.	Lock Haven, PA 17745	Michael S. Rendos	(717) 748-5592
0480	Crawford	Crawford Co. AVTS	860 Thurston Rd.	Meadville, PA 16335	Timothy Rankin	(814) 724-6024
0070	Cumberland	Carlisle Area Sch. Dist.	723 W. Penn St.	Carlisle, PA 17013	J. Wesley James	(717) 240-6807
0720	Cumberland	Shippensburg Area H.S.	RD 4	Shippensburg, PA 17257	Lloyd Heller	(717) 530-1118
0280	Dauphin	Hbg. Area Comm. Coll.	3300 Cameron St. Rd.	Harrisburg, PA 17110	Willie Woods	(717) 780-2480
0285	Dauphin	Penn State Harrisburg	1010 N. 7th St.	Harrisburg, PA 17102	Evelyn McClay	(717) 772-3590
0290	Dauphin	Dept. of Education	333 Market St.	Harrisburg, PA 17126-0333	Charles Holbrook	(717) 787-6747
0090	Delaware	Chester Upland Sch Dist.	501 W. 9th St.	Chester, PA 19013	Shirley Polk	(215) 447-3667
0490	Delaware	Delaware Co. Comm. Coll.	Rte. 252 & Media Line Rd.	Media, PA 19063	Linda Long	(215) 359-5322
0680	Elk	Ridgway Area Cent. School	300 Center St.	Ridgway, PA 15851	Francis Grandinetti	(814) 776-6934
0220	Erie	School Dist. of Erie	1511 Peach St.	Erie, PA 16501	Rosetta Manus	(814) 871-6252
0775	Fayette	Adult Learning Center	23 Connellsville St.	Uniontown, PA 15401	Robert Headlee	(412) 938-3241
0810	Franklin	Waynesboro Area Sr. H.S.	E. Second St.	Waynesboro, PA 17268	William Witherow	(717) 762-1191
0460	Fulton	McConnellsburg H.S.	E. Cherry St.	McConnellsburg, PA 17233	J. Faye Elvey	(717) 485-3195
0320	Huntingdon	Huntingdon Area Sr. H.S.	24th & Cassady Ave.	Huntingdon, PA 16652	Joseph Jaroslok	(814) 643-4140
0330	Indiana	Indiana Area Jr. H.S.	245 N. Fifth St.	Indiana, PA 15701	Timothy Petro	(412) 463-5568
0670	Jefferson	Jefferson Co./Dubois AVTS	100 Jeff Tech Dr.	Reynoldsville, PA 15851	John Zamperini	(814) 653-8265
0445	Juniata	Fermanagh-Mifflintn Elem.	S. Seventh St.	Mifflintown, PA 17059	Marsha Soult	(717) 436-2111
0700	Lackawanna	Scranton Technical H.S.	723 Adams Ave.	Scranton, PA 18510	Robert McHugh	(717) 348-3487
0175	Lancaster	Elizabethtown Area H.S.	600 E. High St.	Elizabethtown,PA 17022	Linda Ahern	(717) 367-1521
0360	Lancaster	McCaskey H.S.	Reservoir & Franklin St.	Lancaster, PA 17604	George Pew	(717) 397-6408
0550	Lawrence	Lawrence Co. AVTS	750 Wood St.	New Castle, PA 16101	Angelo Pezzuto	(412) 458-6700
0390	Lebanon	Lebanon H.S.	1000 S. 8th St.	Lebanon, PA 17042	Jerome E. Chepulis	(717) 273-9391,x68
0010	Lehigh	William Allen H.S.	17th & Turner Sts.	Allentown, PA 18104	Richard Parks	(215) 820-2205
0080	Lehigh	Catasauqua H.S.	850 Pine St.	Catasauqua, PA 18032	Christine Mondschein	(215) 264-0506
0690	Lehigh	Lehigh Co. AVTS	2300 Main St.	Schnecksville,PA 18078	Joseph G. Rothdeutsch	(215) 799-1322
0300	Luzerne	Hazleton Jr. H.S.	700 N. Wyoming St.	Hazleton, PA 18201	Carl Dargay	(717) 459-3116
0830	Luzerne	James M. Coughlin H.S.	80 N. Washington St.	Wilkes-Barre, PA 18701	Michael Koury	(717) 826-7276
0850	Lycoming	Williamsport Area Sch. Dist.	201 W. Third St.	Williamsport, PA 17701	Roger Campbell	(717) 327-5506
0050	McKean	Bradford Area S.D.	72 Congress St.	Bradford, PA 16701	Cheri O'Mara	(814) 368-6076
0650	McKean	Seneca Highlands IU 9	119 Mechanic St.	Smethport, PA 16743	Kenneth C. Gross	(412) 642-2544
0230	Mercer	Farrell Area H.S.	Roemer Blvd.	Farrell, PA 16121	Louis Mastrian	(412) 346-6585,x36
0496	Mercer	Mercer Co. AVTS	P.O. Box 152, Rte. 58	Mercer, PA 16137	Ralph Irwin	(412) 662-3000
0405	Mifflin	Juniata-Mifflin Co. AVTS	TIU Adult Ed.,Pitt St.	Lewistown, PA 17044	Carol Molek	(717) 248-4942
0740	Monroe	Monroe Co. Vo-Tech	P.O. Box 66	Bartonsville, PA 18321	John Wilgeroth	(717) 629-2001
0370	Montgomery	North Penn H.S.	1340 Valley Forge Rd.	Lansdale, PA 19446	Donald K. Huber	(215) 368-0400x217
0590	Montgomery	Norristown Area H.S.	1900 Eagle Dr.	Norristown, PA 19403	C.W. Linsinbigler, Jr.	(215) 630-5066
0040	Northampton	Liberty H.S.	1115 Linden St.	Bethlehem, PA 18018	Joseph Beletti	(215) 691-7200
0160	Northampton	Easton Area H.S.	25th & Wm Penn Hwy.	Easton, PA 18042	Stephen Viglione	(215) 250-2496
0530	Northumberl'd	Mt. Carmel Area Jr.-Sr. H.S.	W. Fifth St.	Mt. Carmel, PA 17851	Richard Belerschmitt	(717) 339-1500
0600	Philadelphia	Comm. Coll. of Phila.	1700 Spring Garden St.	Philadelphia, PA 19130	Sharon Rose-Bond	(215) 751-8234
0605	Philadelphia	LaSalle Univ.-Urban Studies	20th & Olney Ave.	Philadelphia, PA 19141	Millicent Carvahlo	(215) 951-1187
0610	Philadelphia	School Dist. of Phila.	Broad & Green Sts.	Philadelphia, PA 19130	John Sweeney	(215) 299-3184
0620	Philadelphia	Temple Univ. (MARC)	Broad & Berks Sts.	Philadelphia, PA 19122	James Degnan	(215) 787-8611
0450	Pike	Delaware Valley H.S.	Rte. 6 & 209	Milford, PA 18337	John Tucker	(717) 296-5456
0130	Potter	Coudersport Area H.S.	698 Dwight St.	Coudersport, PA 16915	Larry Frank	(814) 274-8500
0440	Schuylkill	Lifelong Learning Center	Schuylkill Mall Rte. 61	Frackville, PA 17931	Dennis Moyer	(717) 385-6711
0730	Somerset	Somerset Co. AVTS	RD 5, Vo-Tech Rd.	Somerset, PA 15501	Michael Erwin	(814) 443-3651
0355	Susquehanna	Mountain View Jr.-Sr. H.S.	RD 1 Route 106	Kingsley, PA 18826	Ronald Miller	(717) 434-2501
0435	Tioga	Mansfield University	Placement Office	Mansfield, PA 16933	Frank Kollar	(717) 662-4133
0400	Union	Central Susquehanna IU 16	P.O. Box 213	Lewisburg, PA 17837	Mike Wilson	(717) 523-1155
0240	Venango	Central Elementary School	1276 Otter St.	Franklin, PA 16323	Mary Peterson	(814) 437-6991
0790	Warren	Warren Co. AVTS	347 E. Fifth Ave.	Warren, PA 16365	E. Deane Passmore	(814) 726-1260
0800	Washington	Trinity H.S.	Park Ave.	Washington, PA 15301	Ben Lipniskis	(412) 225-5380
0310	Wayne	Wayne Highlands S.D.	474 Grove St.	Honesdale, PA 18431	Daniel J. O'Neill	(717) 253-4661
0380	Westmoreland	E. Westmoreland Voc.	849 Hillview Ave.	Latrobe, PA 17042	William McCray	(412) 539-9788
0510	Westmoreland	Monessen Jr. H.S.	6th St. & Reed Ave.	Monessen, PA 15062	Gail Campbell	(412) 684-7103
0560	Westmoreland	Valley H.S.	Stevenson Blvd.	New Kensington, PA 15068	Dennis Praisser	(412) 337-4536
0890	Westmoreland	Westmoreland Co.Comm.Col.	College Station-Armbrust Rd.	Youngwood, PA 15697	Paul J. Lonigro	(412) 925-4105
0760	Wyoming	Tunkhannock Area S.Dist.	200 Franklin Ave.	Tunkhannock PA 18657	James Steele	(717) 836-3111,x213
0870	York	Wm. Penn Sr. H.S.	101 W. College Ave.	York, PA 17403	Laura Mook	(717) 845-3571
0880	York	York AVTS	2179 S. Queen St.	York, PA 17402	Sue Hoffman	(717) 741-0820,x293

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Directory of writers

The following individuals wrote articles for *The Pennsylvania Adult Basic and Literacy Education Staff Handbook 1993 Edition*. We sincerely thank these fine professionals for their generous contribution of time, expertise, and effort. To locate authors' articles, consult the table of contents for specific titles or look for authors' names in the index.

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Eunice N. Askov, Ph.D., is a professor of education and director of the Institute for the Study of Adult Literacy in the College of Education at Penn State, (814) 863-3777. Begun in 1985, the Institute has formed numerous national partnerships in its mission of research and development, staff development, and leadership in adult literacy.

Randall S. Bauer is Chief of the Division of Early Childhood and Family Education in the Pennsylvania Department of Education. He is responsible for Even Start, Child Care and Development Block Grant, Homeless Children and Youth, and the public school early childhood education programs.

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Donald G. Block, M.A., is Executive Director of Greater Pittsburgh Literacy Council, 100 Sheridan Square, Pittsburgh, PA 15206, (412) 661-7323. He has been an administrator of adult literacy programs since 1980 and has presented training on volunteer management and fundraising. He received the 1992 Outstanding Adult Educator award from the Pennsylvania Association for Adult Continuing Education.

Ben Burenstein, M.S.Ed., works in the outreach activities for the Office of Computing Services, Drexel University, Philadelphia, PA 19104, (215) 895-1282. He supervises a program doing desktop publishing with residents of homeless shelters, and is technical support for the Mayor's Commission on Literacy's Power Learning Project, a distance learning project with over 100 users.

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John M. Corse, Jr., M.Ed., is the coordinator of Lancaster Adult Education for Lancaster-Lebanon Intermediate Unit 13 and is the Director of the Adult Enrichment Center, 31 South Duke Street, Lancaster, PA 17602, (717) 293-7636.

Julianne D. Crimarki has a Master of Arts in Adult/Community Education. She coordinated adult and community programs for ARIN I.U. #28, Indiana, PA for nine years and the Even Start program for two years. This year she also directed the local campus of Cambria-Rowe Business College.

Glendean J. Davis, M.S., is the Section Supervisor for the Job Training Partnership Act in the Bureau of Vocational-Technical Education, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126, (717) 783-6629. Ms. Davis is responsible for the administration of the State Education Grant (JTPA) activities.

Gary J. Dean, Ph.D., is Assistant Professor and Department Chairperson, the Department of Counseling, Adult Education, and Student Affairs, Indiana University of Pennsylvania. He is co-editor of *The PAACE Journal of Lifelong Learning* and is author of a book, *Designing Instruction for Adult Learners*, to be published by Kreiger in 1993.

Mary Ann Eisenreich is director of the South Hills Literacy Improvement Center and New Choices Programs at Bethel Park School District, 301 Church Road, Bethel Park, PA 15102, (412) 854-8415. She has directed this program since its beginning in 1988.

Twila S. Evans has been Coordinator of Educational Programming at Northampton County Prison, Easton, (215) 559-3000, for the past nine years. She presented "ESL Assessment" at the Lehigh Summer Institute-92, and participated in the "Assessment" and "ELM" workshops at two PAACE Mid-Winter Conferences.

Daniele D. Flannery is Assistant Professor of Adult Education and Program Coordinator of Adult Education at Penn State - Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057, (717) 948-6219.

David W. Fluke, M.Ed., is Project Director of Adult Education Linkage Services, a nonprofit, community-based organization providing technical assistance to adult basic and literacy education programs in Pennsylvania. Box 214, Troy, PA 16947, (717) 596-3474.

Martha L. Frank is Advisor, Bureau of Adult Basic and Literacy Education Programs, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. One of two advisors who have worked with the State Adult Literacy Act (Act 143 of 1986) program since it began, she is the lead writer for the Act 143 Proposals *Guidelines*.

Janice R. Frick is founder and Director of Partners for English As A Second Language, Inc., 1580 Carr Way, Warminster, PA 18974, (215) 674-3793. She began her career in ESL in Lisboa, Portugal, in 1970. PESL provides educational services in Philadelphia and in Bucks County.

Richard C. Gacka, Ed.D., is Director of Adult Education Services for the Northwest Tri-County Intermediate Unit, Edinboro, PA 16412, (814) 734-5610. He is a former Director of Learning Disability Programs for the I.U. He is a licensed psychologist and maintains a private practice specializing in vocational rehabilitation referrals.

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Carol Goertzel is Director of the Resident Support Department at the Philadelphia Housing Authority. Formerly Director of the Lutheran Settlement House Women's Program, 1340 Frankford Avenue, Philadelphia, PA 19125, she has presented national workshops for Even Start, Wisconsin Department of Education, and PDE.

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Cheryl M. Harmon is the Educational Resources Specialist at the AdvancE Literacy Resources Center and Clearinghouse, PDE, 333 Market Street, 1-800-992-2283. As librarian for AdvancE, she provides resources to state providers and disseminates federal projects to national programs.

John A. Heisey, M.Ed., is Coordinator, Lebanon County Adult Education, Lancaster-Lebanon I.U. 13, 1 Cumberland Street, Lebanon, PA 17042, (717) 274-0778.

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Irwin S. Kirsch is an Executive Director within the Division of Cognitive and Instructional Science at Educational Testing Service, Rosedale Road, Princeton, NJ, 08541, (609) 734-1516. In addition to serving as Project Director for NALS, he is involved with computer-based testing and instruction, linking assessment with instruction, the use and interpretation of open-ended items in large-scale assessments, and international assessments.

Meredyth A. Leahy, Ed.D., is Dean of Continuing Education and Director of the Region 8 Staff Development Center at Cabrini College, 610 King of Prussia Road, Radnor, PA 19087, (215) 971-8500. Author of *The Adult Education Act: A Guide to the Literature and Funded Projects*, published by the ERIC Clearinghouse, she served six years on the PA State Plan Task Force, as adjunct editor on previous editions of this Handbook, and on the FOCUS review panel, and currently chairs the New Publications Committee of the AAACE, Publications Standing Service Unit.

Joan Y. Leopold is Director of Patient Education at the Harrisburg State Hospital, Pouch A, Harrisburg, PA, 17105-1300, (717) 257-7561. An adult educator for over 20 years, she has taught classes for mentally retarded adults as well as directed 353 projects for institutionalized populations. She is also the Executive Director of PAACE.

Jean H. Lowe is director of the General Educational Development (GED) Testing Service, One Dupont Circle, Washington, DC 20036. She has been working in adult education for more than 15 years.

Annette McAlister administers the Library Services and Construction Act program for the State Library of Pennsylvania, Box 1601, Harrisburg, PA 17105, (717) 783-5741. She was previously employed with AdvancE, Pennsylvania's adult education resource center.

Carol Molek, M.Ed., is Adult Education Director for the Tuscarora Intermediate Unit's Adult Education and Job Training Center, 1020 Belle Vernon Avenue, Lewistown, PA 17044, (717) 248-4942. She directs a wide variety of adult programs including numerous 353 special projects. Her work with GED alumni has received statewide and national recognition. She is the 1993-94 president of PAACE.

Barbara J. Mooney, Ed.D., is administrator of adult education programs offered through Community Action Southwest, serving Washington and Greene counties. She is a life member of PAACE, has presented sessions at Mid-Winter Conferences over the past nine years, and is a reader for Act 143 and 353 proposals.

Ella M. Morin, M.Ed., is an adult education advisor in the Bureau of Adult Basic and Literacy Education, PDE, and serves as the Bureau's stat.. ..ide advisor for workplace basic skills education.

Anita H. Pomerance, Ph.D., is tutor training coordinator and basic literacy instructor at The Center for Literacy, 636 S. 48th St., Philadelphia, PA 19143, (215) 474-1235. She was responsible for revising both the agency's *Basic Literacy Tutor Handbook* and the volunteer tutor training to stress a whole-language, student-empowering approach to literacy instruction.

Judith Rance-Roney, doctoral candidate, is Director of English as a Second Language at Lehigh University and Project Director of the Tri-Valley Literacy Staff Development Project, Region 7, 33 Coppee Drive, Bethlehem, PA 18015. (215) 758-6099. Recently, Judy has been involved in ESL teacher education, international education, and literacy staff development.

Tana Reiff served as Project Director and Editor of this *Handbook* and has directed a variety of Section 353 projects through New Educational Projects, Inc., P.O. Box 182, Lancaster, PA 17603, (717) 299-8912. A former ABE teacher, she is also the author of commercially published materials for adult basic education and literacy.

Georgina S. Rettinger, Ph.D., is an Associate Professor of Education at Thiel College, Greenville, PA 16125, (412) 589-2088. She is also the Director/Diagnostician of the Greenville Literacy Council and has made many presentations on the use of standardized and informal tests in diagnosing reading disability.

Sherry Royce, Ed.D., is President of Royce & Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601, (717) 569-1663. The author of 11 skillstexts in adult literacy, CBAE, and ESL, she was Director of a two-county adult education program for 17 years and has directed numerous special projects.

Margaret Shaw, Ed.D., is an is an adult education advisor in the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education.

Sheila M. Sherow, D.Ed., is a research associate and literacy specialist at the Institute for the Study of Adult Literacy at Penn State. Last year she presented a PDE Fall Workshop session on distance education.

Sherry C. Spencer, M.A., is director of the Bradford-Wyoming County Literacy Program, Bradford County Library, RR 3 Box 320, Troy, PA 16947, (717) 297-3375. She is currently chairperson of Tutors of Literacy in the Commonwealth.

Robert Staver is an Educational Research Associate II with the Bureau of Adult Basic and Literacy Education. He is responsible for federal and state reporting, program analysis and evaluation, and administration of Bureau databases and system applications.

Sandra K. Stewart is Manager of Dissemination at The National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100.

Sandra J. Strunk is an adult education specialist with Lancaster-Lebanon Intermediate Unit 13. She works at the Adult Enrichment Center in the city of Lancaster, (717) 293-7636.

Barbara Van Horn, M.Ed., is assistant director of the Institute for the Study of Adult Literacy at Penn State University, (814) 863-3777. Since 1976, she has developed and administered adult literacy programs and taught ABE/GED classes and developmental reading. Currently she is coordinating the Resmz Staff Development Network and developing curriculum materials for the McKeesport Even Start program.

Stephen Wegener has been Adult Education Counselor/Specialist for the ARIN Adult Learning Center since 1984. At night, he plays guitar and writes the songs for a rock band.

Jo Ann Weinberger, M.A., is Executive Director of The Center for Literacy, Inc., 636 S. 48th Street, Philadelphia, PA 19143, (215) 474-1235. Formerly, she was Deputy Secretary for Policy Management at PDE and Director of Special Projects and Personnel Director of Research for Better Schools. CFL is the oldest and largest community-based adult literacy program in Pennsylvania.

Tom Wertz has been the school principal at the State Correctional Institution at Camp Hill (717) 737-4531, for 19 years. He has served on the State Plan Task Force and as President and board member of PAACE, and was named Outstanding Adult Educator in 1987.

Nancy Woods, doctoral candidate in adult education administration, is an instructor in the College of Education at Penn State Beaver Campus, director of Adult Literacy Action, and Field Lab Coordinator for Penn State's Institute for the Study of Adult Literacy. A Laubach Literacy Action Master Tutor and Master Supervising Trainer, she has presented at numerous adult education conferences, has participated in many boards and task forces related to adult education, and has appeared on television and radio promoting adult literacy.

Jeffrey Woodyard is Executive Director of the Tri-County Opportunities Industrialization Center, 1600 Market Street, Harrisburg, PA 17103, (717) 238-7318.

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Glossary of related terms, agencies, and organizations

Act 143 of 1986 Pennsylvania's state adult literacy education program designed to provide basic educational skills training in reading, English (including English as a second language), and mathematics.

Adult Basic Education (ABE) Federally funded programs designed for adults who have not attained functional competency in basic skills at the eighth-grade level. Also, the general designation for programs of instruction for adults at the basic skills/literacy level (also called ABE), English as a Second Language for adult immigrants and refugees (ESL), and General Educational Development (GED), or preparation for the GED tests. Limited English Proficient (LEP) is directed to adults who have had ESL but are not yet proficient in the use of English.

Adult Education Act Act of Congress providing for ABE programs administered through each state with active local sponsorship.

Adult Literacy & Technology Project Group studying the applications of computers in teaching adult literacy students. PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

AdvancE One of Pennsylvania's two adult education resource clearinghouses. AdvancE, PDE Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333, (800) 992-2283 or (717) 783-9541; fax (717) 783-5420.

adult learning center A place where adults voluntarily congregate to learn in a structured learning environment. It is open full time and includes counseling services.

Adult Performance Level (APL) A major study begun in 1971 by the University of Texas at Austin under contract with the U.S. Office (now Department) of Education to assess functional competencies of American adults.

American Association for Adult and Continuing Education (AAACE) National and international association to promote learning opportunities for adults. Formed in 1982 as a consolidation of the Adult Education Association (AEA) and the National Association for Public Continuing and Adult Education (NAPCAE). 2101 Wilson Blvd., Suite #925, Arlington, VA 22201, (703) 522-2234.

andragogy The art and science of teaching adults.

Bureau of Adult Basic and Literacy Education (ABLE) Section of Pennsylvania Department of Education that funds, monitors, and reports on ABE/Literacy/ESL/GED programs using federal and state funds. Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 333 Market St., Harrisburg, PA 17126-0333, (717) 787-5532.

Business Council for Effective Literacy (BCEL) 1221 Ave. of the Americas, 35th Floor, New York, NY 10020, (212) 512-2415 or 2412. Produces a free newsletter aimed at the business community (donations accepted).

Commission on Adult Basic Education The national organization for staff of ABE/GED/ESL/Literacy programs, a division of AAACE. Holds annual meeting specific to these areas and publishes *Adult Literacy and Basic Education* journal, indexed in ERIC. Contact AAACE for membership information.

community education The process by which individuals, community groups; organizations; and local, private, and governmental agencies cooperate to provide educational, recreational, vocational, cultural, social, health, and other related services to meet community needs through the use of educational and other facilities.

community-based adult education Basic educational programs offered through or at community agencies and locations other than public schools.

community-based organization Organization such as community action agencies and literacy councils who receive at least part of their funding from the municipal community and/or donations.

competency-based adult education (CBAE) A performance-based process leading to mastery of basic and life skills necessary to function proficiently in society.

Contact Literacy Center Box 81826, Lincoln, NE 68501, (402) 464-0602. Organization promoting communications in the field of functional literacy. Publishes monthly newsletter, *The Written Word* and provides a literacy hotline, (800) 228-8813.

Defense Agency Non-Traditional Educational Support (DANTES) Worldwide organization with which state GED administrators in four states, including Pennsylvania, are cooperating to provide greater access to GED Testing Centers for Army National Guard service members.

distance education Delivery of instruction or educational information through media in order to circumvent the separation of teacher and learner by distance and/or time.

Educational Resources Information Center (ERIC) National information system which obtains and makes available hard-to-find, often unpublished, information in education. Access through the state literacy resource centers.

English as a Second Language (ESL) Program to teach those whose primary language is not English.

family literacy A holistic approach to short- and long-term eradication of illiteracy by seeking to address the educational needs of the "whole family," as defined by its members.

GED Testing Service The division of the American Council on Education that develops and distributes the Tests of General Educational Development (see below). One DuPont Circle, Washington, DC 20036, (202) 939-9490.

General Educational Development, Tests of (GED) A series of tests (Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, Mathematics) to demonstrate a competency level equivalent to that of a high school diploma; preparatory programs for the tests.

indicators of program quality Definable characteristics of programs used to measure whether programs are successfully recruiting, retaining, and improving the literacy skills of the individuals they serve.

institutionalized ABE Adult basic education programming in hospitals, prisons, or other institutions where students/residents reside in a dormitory.

Jobs Opportunities and Basic Skills Program (JOBS) The work/education/training program for recipients of Aid to Families with Dependent Children (AFDC) as mandated for each state under the Family Support Act of 1988.

Job Training Partnership Act (JTPA) Federal law of 1982 replacing the Comprehensive Employment and Training Act (CETA) that provides basic education and job-training opportunities for disadvantaged youth and adults.

Laubach Literacy International Literacy organization whose affiliate literacy programs employ the Laubach methodology. 1320 Jamesville Ave., Box 131, Syracuse, NY 13210, (315) 422-9121.

Limited English Proficient See Adult Basic Education.

literacy The ability to use information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

Literacy Volunteers of America (LVA) A national organization offering tutor training and instructional materials for volunteer literacy affiliates. 404 Oak St., Syracuse, NY 13210, (315) 422-9121.

National ABE Staff Development Consortium A unit of AAACE. For information contact Jean Lowe, GED Testing Service, One DuPont Circle, Washington, DC 20036-1163, (202) 939-9475.

National Affiliation for Literacy Advance (NALA) An association which provides training in the Laubach method of teaching reading to combat illiteracy.

National Center on Adult Literacy (NCAL) A research-and-development project for enhancing the knowledge base on adult literacy, established in 1990 at the University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, (215) 898-2100, fax (215) 898-9804.

National Clearinghouse on Literacy Education for Limited English Proficient Adults A USDE-funded clearinghouse. Contact Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292, ext. 200.

National Institute for Literacy (NIL) Base for a national literacy network as authorized by the National Literacy Act of 1991. 800 Connecticut Ave., NW, Washington, DC 20006-2021, (202) 632-1500.

National Literacy Act Passed in 1991, the 1992-93 amendments to the Federal Adult Education Act.

Opportunities Industrialization Centers (OICs) Organizations dedicated to the reduction of unemployment and poverty for youth and adults.

outreach Expansion of services to reach populations who would otherwise be unable to avail themselves of services. These include the homeless, handicapped, and incarcerated.

Pennsylvania Association for Adult Continuing Education (PAACE) The state professional organization representing adult educators and service providers of programs in a variety of settings such as public schools, learning centers, community-based programs, state hospitals, state correctional institutions, county prisons, community colleges, universities, government agencies, and businesses and industries. P.O. Box 3796, Harrisburg, PA 17105.

Private Industry Council (PIC) Local group of community representatives responsible for planning and funding skills training with education monies from the U.S. Department of Labor.

satellite Outreach site, associated with a full-time ABE operation, which provides similar services, usually on a limited basis.

Service Delivery Area (SDA) Region, usually a group of counties, serviced by a Private Industry Council.

Single Point of Contact (SPOC) Mandated by the Family Act of 1988, a joint initiative of the Departments of Welfare, Labor and Industry, and Education by which welfare recipients who have barriers to employment receive the education, training, job placement, and support services they need to become gainfully employed.

State Plan A federal-state agreement for carrying out the Adult Education Act.

workforce literacy General term referring to upgrading of basic skills or job-specific skills of the labor force as a whole.

workplace literacy Job-specific basic skills training programs designed to provide employees with academic and interpersonal skills at the work site.

How are programs doing?

The National Evaluation of Adult Education Programs (NEAEP) is a four-year study of the potential of federally supported adult education programs to reduce literacy, ESL, and secondary-education deficits in the adult population.

The study began in 1990 with a brief survey mailed to about 3,500 organizations nationwide. This was followed by a detailed description of 150 adult education service providers, along with characteristics and learning gains of selected clients. Next came telephone follow-up interviews of "attriters" and "persisters" (see page 25 for definitions). The last aspect of the study estimates the adult education program target population based on the 1990 Census and national studies of adult literacy conducted by a national evaluation staff.

Three reasons for the study are 1) heightened interest and increased resources for adult literacy efforts, 2) the need to supply information to Congress for consideration in reauthorizing the Adult Education Act, and 3) because the last national study is over ten years old.

Supported by the U.S. Department of Education, the $3 million National Evaluation of Adult Education Programs is being conducted by Development Associates, Inc. in cooperation with the Comprehensive Adult Student Assessment System (CASAS) of the San Diego Community College Foundation, Macro Systems, Inc., and the American Association of Adult and Continuing Education (AAACE). The final report is due for release in spring 1994, but preliminary results are published in periodic bulletins. To get on the mailing list, or for any other questions pertaining to the study, call 1-800-348-READ.

—From information supplied by Development Associates, Inc.

Glossary of abbreviations

"143"	referring to programs funded under Pennsylvania's Act 143
"322"	as of 1992-93, referring to programs funded under the federal Adult Education Act, Section 322 (direct programs, services, and activities)
"353"	referring to special adult education projects funded under the federal Adult Education Act, Section 353.
AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ABLE	Adult Basic and Literacy Education
ACE	American Council on Education
APL	Adult Performance Level
ASE	Adult Secondary Educatuion
BCEL	Business Council for Effective Literacy
CAA	Community Action Agency (or CAP: Community Action Program)
CAI	computer-assisted instruction
CBAE	competency-based adult education
CBO	community-based organization
DAEL	Division of Adult Education and Literacy
DANTES	Defense Agency Non-Traditional Educational Support
ERIC	Educational Resources Information Center
ESL	English as a Second Language
FY	Fiscal Year
GED	General Educational Development (Tests of)
GEDTS	GED Testing Service
IEP	Individualized Education Plan
INS	Immigration and Naturalization Service
JOBS	Jobs Opportunities and Basic Skills Program
JTPA	Job Training Partnership Act
LEA	language experience approach
LEA	local education agency
LEP	Limited English Proficiency
LLI	Laubach Literacy International
LSCA	Library Services and Construction Act
LVA	Literacy Volunteers of America
NAEP	National Assessment of Educational Progress
NALA	National Affiliation for Literacy Advancement
NALS	National Adult Literacy Survey
NCAL	National Center on Adult Literacy
NCLE	National Clearinghouse on Literacy Education
NEAEP	National Evaluation of Adult Education Programs
NIL	National Institute for Literacy
OIC	Opportunities Industrialization Centers
PAACE	Pennsylvania Association for Adult Continuing Education
PDE	Pennsylvania Department of Education
PIC	Private Industry Council
PLUS	Project Literacy U.S.
PSA	public service announcement
RFP	Request For Proposal
SCI	State Correctional Institution
SDA	Service Delivery Area
SEA	State Education Agency
SEG	State Education Grant
SPOC	Single Point of Contact
TESOL	Teachers of English to Speakers of Other Languages
TLC	Tutors of Literacy in the Commonwealth
VISTA	Volunteers in Service to America
USDE	United States Department of Education

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Spring 1993

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